Senior Secondary Course

ENGLISH (302)

302en

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NIOS SENIOR SECONDARY - ENGLISH (302)

Complete Textbook (36 Lessons)

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MY FIRST STEPS

All babies look alike. Can they be exchanged when the nurse gives them a bath?

OBJECTIVES

At the end of this lesson you will be able to:

- read and understand an autobiography;
- use compound words;
- use the simple past tense; and
- ask and answer simple questions in speech.

1.1 SECTION I

I may never have become a cricketer and this book would certainly not have been written, if an eagle-eyed relation, Mr. Narayan Masurekar, had not come into my life the day I was born (July 10, 1949). It seems that Nan-kaka (as I call him), who had come to see me in hospital on my first day in this world, noticed a little hole near the top of my left ear lobe. The next day he came again and picked up the baby lying on the crib next to my mother. To his utter horror, he discovered that the baby did not have the hole on the left ear lobe. A frantic search of all the cribs in the hospital followed, and I was eventually located sleeping blissfully beside



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My First Steps

a fisherwoman, totally oblivious of the commotion I had caused! The mix-up, it appears, followed after the babies had been given their bath.

Providence had helped me to retain my true identity, and, in the process, charter the course of my life. I have often wondered what would have happened if nature had not 'marked' me out, and given me my 'guard' by giving me that small hole on my left ear lobe, and if Nan-kaka had not noticed this abnormality. Perhaps, I would have grown up to be an obscure fisherman, toiling somewhere along the west coast. And, what about the baby who, for a spell, took my place? I do not know if he is interested in cricket, or whether he will ever read this book. I can only hope that, if he does, he will start taking a little more interest in Sunil Gavaskar.

INTEXT QUESTIONS 1.1

1. When was Sunil Gavaskar born?
2. What did Sunil's uncle Mr. Narayan Masurekar notice when he came to see the baby in hospital?
3. (a) What was the horrible thing that happened the next day?
   (b) Where was the missing child found?
4. If Nan-kaka had not noticed the hole on his ear where would he be living?
5. Find words from the passage which mean the same as:
   a) looking at things with great attention and noticing small details.
   b) unaware of what is happening
   c) unknown; nor will be known
   d) a short period

1.2 SECTION II

How did Sunil begin playing cricket? Who helped to develop his talent as a cricketer? Let's read on.

My most vivid recollection of my childhood cricket-playing days is the time I almost broke my mother's nose. She used to bowl to me in the small gallery of our house where we played our 'daily match' with a tennis ball. Since the area was small she would kneel to bowl, or rather lob the ball to me. I hit one straight back and caught her bang on the nose, which started bleeding. Although it was a tennis ball, the distance between the two of us was very short, which accounts for the



force with which the ball hit her. I was frightened but she shrugged it off, washed her face and as the bleeding stopped, we continued the game. But, for the rest of the day it was only forward defence for me. I restrained myself and played no attacking shot.

Cricket, to use a cliché, is 'in my blood'. My father was a good club cricketer in his days and a keen student of the game. Even now we have interesting discussions on various aspects of the game and I have found his advice invaluable in the development of my career. And, as I have already said, I have had the privilege of having a cricketing mother, who helped me to take the first steps in the game I have come to love. My uncle, Madhav Mantri, who played for India in four 'official' tests, though not very successfully, was a force to reckon with in first-class games. Whenever I went to my uncle's house my favorite pastime used to be to take out his pullovers and caress them with a sense of longing. I was so attracted by the India test pullovers that once I even dared to ask him if I could take one, since he had so many. My uncle told me that one has to sweat and earn the India 'colours' and I too should work hard to earn the distinction. That is a lesson I have never forgotten. Looking back, I am glad that my uncle did not succumb to my childish fancy and instead, taught me that there was no short-cut to the top. I was also fascinated by the many souvenirs he had and the large number of trophies he had won. What I liked most was the stump bearing the autographs of the 1952 India and England teams, and I loved to linger over the autograph of every player.

Right from the beginning, I wanted to become a batsman and I hated losing my wicket. This became such an obsession with me that, if the rest of the boys ever got me out, I would fight and eventually walk home with the bat and the ball. This would bring the game to an abrupt end since nobody else had a ball or bat. The boys cursed and called me names, but the tension did not last long and we generally got on very well. Among these early comrades with whom I played were the Ambaye brothers, the Mandrekar brothers and several others who made up our team. Whenever I batted they would decide beforehand that they would appeal at a particular ball and whether I was out or not, I had to go by the majority verdict! We often played matches against teams made up of boys living in the neighbouring building and there was tremendous interest in the 'trophies' as we called them. These trophies were small white-metal cups for which we all contributed and bought for as little as Rs. 1.50.

INTEXT QUESTIONS 1.2

1. How did Gavaskar break his mother's nose?



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2. What qualities of his mother's character are brought out through this part of the extract. Pick the 2 words/phrases that best describe her from the ones given below:

   patient, encouraging, excellent cricketer, clever, unwilling to cooperate, helpful

3. When Gavaskar says 'cricket is in my blood' he means that- (tick the correct choice)

   (i) he struggles and gives his blood to play cricket.

   (ii) his family has taught him the game.

   (iii) he has inherited interest in the game from his family members.

   (iv) it is a dangerous game.

4. What did Gavaskar like to do whenever he went to his uncle's house? Why?

5. What lesson did his uncle teach him?

6. There is no short cut to the top means (tick the correct choice)

   i) you can have a high position in life through short cuts.

   ii) you must work hard to succeed in life.

   iii) you can reach the top of the mountain by taking short steps.

   iv) to succeed in life you must take big jumps.

7. Which souvenir did Gavaskar like the most? Why?

8. Gavaskar says, 'I hated losing my wicket.'

   a) What would happen whenever he got out?

   b) How would the other boys react to this?

   c) What does this behaviuor show about Gavaskar?

9. Find words from the passage, which mean the same as-

   i) clear (Para3)

   ii) controlled/checked (Para 3)

   iii) of great value (Para 4)

   iv) an object kept as a reminder of an event (Para 4)

   v) a strong feeling/ desire/idea (Para 5)



OVERALL QUESTIONS

Answer the following questions in 50-55 words:

1. How did his uncle's keen observation help Gavaskar in retaining his identity?
2. How did Gavaskar's family members help him to become a good cricketer? (What did his mother, father and uncle do?)
3. How did Gavaskar behave during 'matches' played in his childhood days? How did his friends handle him on these occasions?
4. a) In his childhood days Gavaskar was not a sporting player. He would walk away with the bat and ball whenever he was declared 'out' which brought the game to an abrupt end. How would you convince a friend of yours who behaves in a similar fashion?

   b) What are the qualities you require in order to be a good team player? Pick up five qualities from the box

cooperation	over competitiveness	egotistical behaviour
collaboration	over ambition	individualistic approach
consideration	taking responsibility	acceptance

VOCABULARY ENRICHMENT

Forming New Words: Compound Words

New words are formed in many ways. Sometimes you make a new word by adding a prefix or a suffix. For example, to say that someone sang very well you add- **ly** to **beautiful** and form a new word **beautifully.** Or, to say that Sunil Gavaskar was not aware of what was happening around him you add **un**- to **aware** and form a new word **unaware**. In the above examples- **ly** is a suffix and **un**- is a prefix.

Another way of forming a new word is by putting two words together.

This is done because a single noun or adjective is often not enough to refer clearly to a person or thing or quality. When this is the case, a compound word is used which consists of two words put together.

Look at the following examples of compound words:

1. There is a **huge swimming** pool in the club. (Compound noun)
2. The bus stop is overcrowded at **peak hours**. (Compound noun)



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3. Sunil Gavaskar's mother was a **good-tempered** lady. (Compound adjective)
4. I travelled to Bombay in a **second-class** compartment. (Compound adjective)

Compound words are written in three ways:

i) Some compound words are written with space between two words. For example: **car park, gas stove.**

ii) Some compound words have a hyphen (-). For example **: eagle-eyed, twenty-four.**

iii) Some compound words are joined together. For example **fisherwoman, staircase**.

Note: Compound nouns are usually written as two separate words. Compound adjectives are usually joined together with a hyphen.

INTEXT QUESTIONS 1.3

Form new words by choosing one word from Group A and one from Group B.

You may write the new word formed in one of the ways discussed above. For example, you would like to write **mother in law** as **mother-in-law** and not as **mother in law.**

Group A	Group B
first	footed
four	year old
three	over
before	man
gas	mother
trouble	class
inter	handed
short	hand
bread	crumbs
white	sighted
bald	coloured
brother	headed
letter	in law
night	box
bats	maker
pull	sighted
far	cut
grand	stove



INTEXT QUESTIONS 1.4

Fill up the blanks in the following paragraph with some of the compound words you have formed.

Every evening..... used to sit in the verandah with her sewing machine. She stitched clothes for her grandson Ali. After finishing her work she would feed the sparrows with ..... The sparrows could come and perch themselves on the ..... Soon all the crumbs were eaten up. Grand mother who was ..... could not see the sparrows clearly but she knew each sparrow who came and sat in her verandah everyday.

GRAMMAR

TENSES : THE SIMPLE PAST

1. Read the following sentences:
    1. Sunil Gavasakar **wanted** to become a great batsman.
    2. He **hated** losing his wicket
    3. Playing cricket **was** an obsession with him.
    4. The doctor **examined** my teeth.

Notice that all the events took place in the past. That is, **all the above actions were completed in the past or happened in the past.** Also note that no helping verb (was, were, had etc.) is used in the above sentences. Such use of verbs is called the **Simple past.** The Simple past tense is formed by adding **ed** or **d** to the verb in its bare form.

For example: **work** becomes **worked**

create becomes **created**

and **want** becomes **wanted.**

Note : Irregular verbs like 'go', 'come', 'see', 'find', etc. and 'be' and 'have' form their past tense in other ways.

INTEXT QUSETIONS 1.5

Complete the following narration by using the verbs given in the brackets in the simple past tense.



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When Sunil Gavaskar was born, a relative..... (come) to see him in the hospital. His name ..... (is) Mr. Narayan Masurekar and he had sharp eyes. He ..... (notice) that the newborn baby ..... (has) a hole on his ear. The next day when he..... (go) again and picked up the baby, he ..... (find) that the hole was missing. Everyone..... (start) searching for the missing baby. At last Sunil was found sleeping beside a fisherwoman.

2. The Past Tense is also used when you want to say that a **situation existed in the past** over a period. Or that an **activity took place regularly** in **the past.**

Read the following sentences:

i) We **played** our 'daily match' with a tennis ball.

ii) I **loved** to linger over the autograph of every player at my uncle's house.

iii) Whenever I batted they **would decide** beforehand that they **would appeal** at a particular ball..... and **I had** to go by the majority verdict.

Sentence i) means that Sunil Gavaskar and his mother **used to** play cricket every day.

Sentence ii) means that he liked to look at the autographs of the players **whenever he went** to his uncle's house.

And sentence iii) means that the boys **used to** get Sunil Gavaskar out by appealing to the umpire.

Note : Notice that in sentence iii) **'would'** is used to denote the past tense. **'Would and 'used to' are also used when you want to say that something happened regularly in the past.**

Look at more examples of the use of 'would' and 'used to' to denote past tense.

i) When I was a small child I used to play many games at school.

ii) My teacher would always tell me that I would become a great football player.

iii) Twice a week I used to stay back at school for coaching in football.

INTEXT QUESTIONS 1.6

Complete the following paragraph with verbs in the past tense. You may use the past tense of the appropriate verb or 'would' or 'used to'.



When I was a small child I lived in Bombay. I ..... in Bombay High School. I ..... to go to school where I ..... many .....things. I ..... go to Juhu Beach with my parents on Sundays. Whenever I ..... go to the beach I ..... play with my brother. We ..... keep playing till it was time to return home. On our way home we ..... stop at Quality's Ice Cream Parlour for Ice Cream. It ..... be an enjoyable day for all of us.

THE NEGATIVE

The negative of both regular and irregular verbs that are used in past tense is formed with **did not + verb** without changing the form of the verb.

i) He did not see the movie.

ii) Ravi did not tell a lie.

iii) Shyam did not go for the picnic.

Note that in the above sentences when the negative is denoted, 'see', 'go and 'tell' do not take 'd', or 'ed' or any other change.

INTEXT QUESTIONS 1.7

Rewrite the following sentences in the negative. The first is done for you as an example.

1. I played cricket with my friends.

e.g I did not play cricket with my friends.

2. My aunt went to Bombay in the holidays.
3. He obeyed the rules of the camp.
4. He came to school on foot.
5. He returned home after the show.

THE INTERROGATIVE

The Interrogative is formed by changing the position of 'did' and placing it before the subject. Note that the main verb does not change its form.

i) Did he see the movie? ('he' is the subject)

ii) Did Ravi tell a lie? (Ravi is the subject)



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iii) Did Shyam go for the picnic? (Shyam is the subject)

INTEXT QUESTIONS 1.8

Rewrite the following sentences in the Interrogative. The first one is done for you as an example.

1. Ravi slept during the day.

e.g Did Ravi sleep during the day?

2. Shekhar went for a swim in the pool.
3. He accepted the offer.
4. India became a Republic on 26th January 1950.
5. They wanted to help the poor children.

NOTE-MAKING

Note-making is an important skill which can help us in many ways. We do not and cannot remember everything. Do you remember word for word every lesson that you read? It is impossible to do so. Notes help you to store important information.

What is note-making?

Note-making is a brief presentation of the main ideas and supporting ideas of a text in a point form. You must be careful that the notes you make are easy to understand. The notes you cannot understand yourself after a few months are not good notes.

How to make notes?

- Read the whole passage once to get the central idea.
- Read the passage again once or twice to underline the main idea/ideas.
- Select the points related to the main idea.

Points to Remember

- Correct understanding of the text is essential.
- Notes must be brief.
- Notes are made in a point form. These should not be complete sentences.
- The main idea and the related ideas are numbered as main points and sub-points.
- Recognizable abbreviations and symbols are used wherever necessary. For example govt. for government and \for therefore; don't use abbreviations that may create confusion.



- Points are arranged in a logical order.
- Ornamental words and phrases are dropped.
- Examples and quotations are dropped.
- A suitable title is given.
- Key to abbreviations is given.

Read the passage given below:

In the nineteenth century Charles Dickens, the English novelist, wrote excitedly of a stage-coach, pulled along by a team of horses, that could cover more than twenty miles in an hour. To us in the twentieth century, when man is able to move and to communicate with such rapidity, the speed of the stage-coach seems no speed at all. Aeroplanes fly many hundred of miles in an hour; express trains achieve four times the speed of the stage; and even without moving we can by wireless telegraph, communicate within seconds with people on the other side of the globe.

The advantages of these increased speeds are numerous. Businessmen travelling, say from Europe to America or to the Far East, can save much time for a journey that would once have taken weeks, takes now, by air, less than 12 hours. Fruits, vegetables and other goods that would decay on a long, slow journey can now be safely sent to far distant places. Members of one family separated from each other by vast distances can have conversations with each other by telephone as easily as if they were all sitting in the same room.

Not all the effects of speed, however, are beneficial. People who are in the habit of using a motor-car whenever they want to move half a mile become physically lazy and lose the power of enjoying a vigorous walk. Those who travel through a country at the speed of light do not see much of the life of that country, of its people and animals and plants as they flash past. They become so anxious about moving quickly from one place to another that they are no longer able to relax and enjoy a leisurely journey. Men are made restless by speedy travel, the pace of their whole way of living is increased.

DISCUSSION

You have noticed that the passage is about rapid means of transport and communication in the 20th century.

We will read the first paragraph again and underline the important idea/ideas.

The important idea in the paragraph is

In the 20th century, human beings are able to move and communicate fast with such means as aeroplanes, express trains and wireless.



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We will drop the reference to Charles Dickens and stage coach because the reference is only an example of slow-speed transport of the 19th century.

Let us read the second paragraph and pick out the important ideas.

The second paragraph lists the advantages of speed which are as follows:

(1) Businessmen travelling from one place to another can save time because journey time is less.

(2) Fruits, vegetables and other goods that would decay on a slow journey can be safely sent to distant places.

(3) Members of one family separated by distance can talk on the telephone.

Now, we'll read the third paragraph and note the important ideas. The paragraph says that there are some disadvantages of speed.

These are:

(1) People habitual of riding in a motor-car become lazy and lose the habit of vigorous walking.

(2) People travelling at a high speed through a country cannot enjoy the countryside as they flash past.

(3) People, in their anxiety to move fast, cannot relax and enjoy a leisurely journey.

(4) People become restless.

(5) The pace of living has increased.

Now, that we have identified the important ideas in the passage we'll write them in a sequence and in point form. We'll use abbreviations and symbols, wherever possible. We'll make short and brief points. We'll also give our notes a title.

Notes on the passage

Title:- Fast means of transport and communication

1. Fast means of transport & communicat'n e.g. aeroplane, express trains, wireless, telegraph in 20th cen.
2. Advantages of fast transport & communicat'n
   - (I) Saves time.
   - (II) Transport perishable goods safely.
   - (III) Ensures fast and easy communication.



3. Disadvantages of fast transport
   (i) Makes people lazy.
   (ii) Prevents them from enjoying the countryside as they flash past.
   (iii) Makes them restless because of their anxiety to move fast.
   (iv) Increases pace of living.

Key to abbreviations and symbols

Communicat'n	Communication
e.g.	For example (exempli gratia)
cen.	century

Now, here is another passage. Try to make notes with the help of the clues given under the passage.

Noise can cause widespread damage to the human body. Environmental noise affects the nervous system in a number of ways. Temporary deafness can be caused by brief exposure to intense noise. Excessive noise exposure can result in headaches, fatigue, dizziness, high blood pressure and tense muscles.

Congenital defects can be caused in an unborn child by intense and sustained noise as experienced by female construction workers.

Noise is measured in decibels (DB) and psychological research has proved that 90 DB can cause deafness and 140 DB madness.

Main idea

1. Noise can cause widespread damage to ……
2. Intense brief exposures causes……..
3. Excess exposure causes
   (i) ……
   (ii) ……
   (iii) ……
   (iv) ……
4. Intense and sustained noise harms unborn child.
5. Noise measured in ……..
   (i) 90 DB causes …….
   (ii) 140 DB causes ……

Title ……..



Notes

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Give the key to Abbreviations used.

Common abbreviations and symbols

You can abbreviate the way you like but make sure that your abbreviations are intelligible. Some commonly used abbreviations are:

Govt – Government

Sc – Science

S.Sc – Social Science

Com – Commerce

+ve – positive

- ve - negative

Jr – Junior

A/c – Account

Bk – book

Capt – captain

cm – centimetre

m- metre

C/O – care of

Deptt – department

Esp – especially

Estd – established

Kg – kilogram

Lab – laboratory

Ltd – limited

N/A – Not applicable

Pt – point

Retd – retired

Rec'd – received

Shd – should

Cd – could

Std – standard

Sig – signature



Tel – telephone

Univ – university

Wt – weight

Yr – year

& - and

\- therefore

% - percent

= - equal to

> - greater than

< - lesser than

ie – that is

e.g. – for example

w.e.f. – with effect from

You can also make your own abbreviations. Example:

fincl – financial

orgn – organizations



LET'S TALK

Worksheet

Listen to the conversation on asking and answering questions on tape. Then answer these questions.

1) Where is the student?

_____

2) Why did the student not return the books on time?

_____

3) Whom will he have to talk to?

_____

4) How many books does the student want to issue?

_____

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5) What are the two requests that the student made?

_____

CHECK YOUR ANSWERS

Intext Questions 1.1

1. On July 10, 1949
2. That he had a little hole on his left ear.
3. a) the baby got exchanged with another one
   b) Sleeping next to a fisherwoman
4. May be with the fisherwoman
5. a) eagle-eyed
   b) oblivious
   c) obscure
   d) a spell

Intext questions 1.2

1. He hit her with his ball on the nose while playing his daily match with her in their house.
2. Patient, encouraging
3. (iii)
4. i) Take out his pullovers and touch them lovingly, showing that he admired his uncle for being on the Indian test team.
   ii) Looking at his uncle's souvenirs including the stump with autographs of Indian cricketers on it.
5. To work hard to become great in life
6. (ii)
7. i) The stump
   ii) it had autographs of Indian cricketers on it.
8. a) He would stop the game and would walk off with his bat and ball



b) Cursed him and called him names

c) His great love of the game.

9. 1) Vivid

2) Restrained

3) Invaluable

4) Souvenir

5) Obsession

OVERALL QUESTIONS

1. Noted the hole-next day noticed hole missing-frantic search for baby resulted-baby found with fisherwoman—Gavaskar restored to own family- saved from losing own family and identity.

2. Mother- encouraged, supported, played with him, had patience and forbearance even when hurt

   Father- gave valuable advice from time to time enabling him to become a good cricketer or held discussions with him on game.

   Uncle- inspired him to sweat and earn the Indian colours

   Advised him not to try to get things by adopting quick methods.

3. Stopped game when out- walked off with bat and ball (which were his)- had fights with them due to this- childish behavior not liked by friends. Cleverly planned to get him out at a particular ball- made him accept the decision of the majority.

VOCABULARY ENRICHMENT

Intext Questions 1.3

first class	bald-headed
four-footed	brother-in-law
three-year-old	letter box
gas stove	before hand
trouble maker	right-handed
inter-class	batsman



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short-sighted	far-sighted
bread crumbs	grandmother
white-coloured	pullover

Intext Questions 1.4

1. grandmother
2. three-year-old
3. bread crumbs
4. short-sighted

GRAMMAR

Intext Questions 1.5

1. came	2. was	3. noticed	4. had
5. went	6. found	7. started	

Intext Questions 1.6

1. studied	4. used to	7. would
2. loved/enjoyed	5. would	8. would
3. learnt	6. used to	9. used to

Intext Questions 1.7

2. My aunt did not go to Bombay in the holidays.
3. He did not obey the rules of the camp.
4. He did not come to school on foot.
5. He did not return home after the show.

Intext Questions 1.8

2. Did Shekhar go for a swim in the pool?
3. Did he accept the offer?
4. Did India become a Republic on 26th January 1950?
5. Did they want to help the poor children?



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2

LEISURE

*D*o you know what 'leisure' means? It means the free time which you can spend in an activity of your choice.

What do you do in your leisure hours?

Do you read a book/play a game/see a movie/ go for a walk/ listen to music/watch T.V./ visit a friend/ admire the beauty of nature?

Now let us read the poem. To begin with, read the poem aloud to enjoy its rhythm. Then read it silently and slowly- and try to answer the following questions.

What is this life if full of care
We have no time to stand and stare?

No time to stand beneath the boughs.
And stare as long as sheep or cows.

No time to see when woods we pass
Where squirrels hide their nuts in grass.

No time to turn at Beauty's glance
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care
We have no time to stand and stare.

- W.H.Davies

DISCUSSION

Why does the poet want us to have some free time/leisure?

Now read the first four lines again.

1. What is this life if full of care



Notes

2. We have no time to stand and stare?
3. No time to stand beneath the boughs.
4. And stare as long as sheep or cows.

INTEXT QUESTIONS 2.1

Answer the following questions:

1. What do you understand by the word 'care' in the first line?
2. What does the poet mean by the phrase 'stand and stare'? Pick out the correct answer from the three alternatives given below: It means –
   (a) Looking at things unblinkingly
   (b) Looking at the beauties of nature and enjoying them.
   (c) Lost in thought looking at nothing
3. What is it that sheep and cows do for which we have no time?

DISCUSSION

We will, now, read the next four lines

5. No time to see when woods we pass
6. Where squirrels hide their nuts in grass.
7. No time to turn at Beauty's glance
8. And watch her feet, how they can dance.

INTEXT QUESTIONS 2.2

1. What does the poet think we need time for in
   Lines 5 to 6 _____
   Lines 7 to 8 _____
2. In the seventh line the poet spells the word 'Beauty' with a capital letter 'B'. "No time to turn at Beauty's glance". Does it refer to a beautiful girl or to the beauties of nature or to both?
3. How do the beauties dance? (Think of tall trees, grass, waves etc.)

In these lines the poet looks at nature and imagines her as a girl with dancing feet. The poet has given human qualities to the beauties of nature. When an idea or an object is thought of as a person, we call it personification. Poets, often, make use of it to say more in a few words. Look at the two sentences given below.

(i) Destruction of forests harms the earth.

(ii) The mother earth cries to see her forests being destroyed.



The first sentence is a simple statement of facts. The second sentence personifies the idea. Which one appeals to you more? The second one, isn't it?

Here are some more examples of personification.

(i) Death! Be not proud.

(ii) The sun is smiling.

4. Can you think of two more examples of personification?

DISCUSSION

We will, now, read the last four lines of the poem.

9. No time to wait till her mouth can
10. Enrich that smile her eyes began
11. A poor life this if, full of care
12. We have no time to stand and stare

INTEXT QUESTIONS 2.3

1. Who is 'her' in line no. 9?
2. The line "till her mouth can enrich that smile her eyes began" means that

   Tick mark (✓) the correct answer.

   (a) a rich woman smiles with her eyes

   (b) eyes and mouth smile together

   (c) Beauty's smile begins from the eyes and spreads to her lips.
3. What according to the poet is a poor life?

OVERALL QUESTIONS

1. Who is 'we' in the poem?
2. Which words have been repeated six times in the poem? Why?
3. Some of the words that rhyme in the poem are

   care ———————— stare

   bough ———————— cow

Complete the list with other pairs of rhyming words from the poem.

4. You have some leisure time on hand and your friend wants you to spend this time in risk-taking behaviour like driving, trying out narcotic drugs or having your first cigarette. (You wish to avoid them without antagonizing them. You also wish to prevent them from doing so. How would you go about it?)



Notes

Complete the dialogue given below with appropriate expressions.

Amit: Thank God, we have a break before the Economics Paper. Let's go to the canteen and have some coffee.

Rahul: I have a better idea. Why don't we have a cigarette instead? It's a great stress-buster. I tried it the other day and could feel myself unwinding.

Amit: (Hesitates) I am not too sure _____

_____

Rahul: Come on don't be such a sissy. One cigarette won't do you any harm.

Amit: Isn't it habit forming? I have heard _____

_____

Rahul: Oh, no

Amit: Then why do the cigarette packets have the statutory warning _____

_____



CHECK YOUR ANSWERS

Intext Questions 2.1

1. To look at the beauties of nature and enjoy them.
2. (b) It means looking at beauties of nature and enjoying them.
3. Sheep and cows have time to stand and stare but we don't have any time for that.

Intext Questions 2.2

1. Lines 5 to 6 to see the squirrel hide their nuts in the grass.
   Lines 7 to 8 to turn at Beauty's glance and watch her dancing feet.
2. Beauty could refer to both the beauties of nature and a beautiful girl.
3. Beauties of nature dance when the trees sway in the breeze; waves leap up, bees dance, birds fly. (You must also give other examples)
4. (i) The trees stand tall with their heads high.
   (ii) Mountains speaking to the sky.

Intext Questions 2.3

1. Beauty
2. (c) Beauty's smile begins from the eyes and spreads to the lips.
3. A poor life, according to the poet, is a life, which is so full of worries that we have no time to relax and enjoy the beauties of nature.

OVERALL QUESTIONS

1. 'We' refers to the human beings who have no time to look and enjoy the beauties of nature.
2. "No time". The phrase 'no time' is repeated to emphasize the idea.
3. pass ——— grass glance ——— dance can——— began
4. The poet says that our lives are so full of worries and responsibilities that we have no time to enjoy the beauties of nature and our surroundings.



3

302en03

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson you will be able to:

- understand short theme-based passages; and
- answer questions on those passages.

3.1 SECTION I

*T*himmakka and her husband Bikkalu Chikkaiah, a childless couple of Hulikal village in Karnataka, decided to adopt children. But the children they chose to rear were 284 banyan trees along a 3km stretch of what is now National Highway 48 in Karnataka. The trees filled up a void in their lives. And just recently, Thimmakka received the National Citizens Award (for social forestry) from the Prime Minister.

In the 1950s, it was a Thimmakka, who tired of her neighbour's jibes directed at her childlessness hit upon the plan. "Why not plant banyan trees and rear them like our children?" she thought. So the lonely couple decided to plant trees. Thimmakka's husband was a disabled person, hence she had to work as a labourer every day and did not have the time for much else. But firm in their resolve, they took great pains to dig pits on either side of the road. Their next task was to choose suitable banyan saplings. They finally planted 300 saplings and put up thorny bushes around, to ensure that the cattle did not eat up the tender trees.

Thimmakka brought water in pots from a long distance and poured it at the foot of the saplings every day. During the rainy season she poked at the roots of the trees to make them go deep and, as the area was not fenced, she kept a constant vigil



Notes

Reading with Understanding

and nursed the plants for 10 years. It was time spent well, as it gave her fulfilment and pride. Even as the couple nursed the saplings, she was working in a quarry for their hand-to-mouth existence. If she could not go to the quarry they would have nothing to eat that day. True, her work was back-breaking, but she could not neglect the trees either. She would go to the Kudur road and attend to the saplings before the break of dawn. And the trees, like children who live in an atmosphere of love and caring responded to her call and grew up. Now in the prime of their lives, the 284 that took root provide a green canopy for 3 km, nests for birds and prevent soil erosion. They are also worth an estimated Rs. 85 crore.

INTEXT QUESTIONS 3.1

1. Choose and tick the correct answer:

   a) Did the couple look after the saplings because:

      1. they earned money from it?
      2. it gave them happiness and satisfaction?
      3. it would get them an award?

   b) The trees provided:

      1. employment to some people
      2. food for the animals
      3. shade along the 3 km stretch of road.

2. Select the correct information from the box and write it in the blanks:

1950s	10	284
3 km	300	85

   i. Trees were planted along a _____ stretch of road.

   ii. The trees were planted in the _____.

   iii. Thimmakka planted _____ saplings.

   iv. They looked after the trees for _____years.

   v. _____ trees grew along the National Highway.

   vi. The approximate cost of the trees are _____ crores.



3. Answer the following questions:

   a) Why did Thimakka receive the National Citizens Award?

   b) What made Thimmakka and her husband decide to plant banyan trees along the highway?

   c) What did Thimmakka do to ensure the safety of the plants?

4. Complete the sentences:

   a) To take good care of the saplings after ensuring their safety Thimmakka had to:

      (i) _____

      (ii) _____

      (iii) _____

   b) Thimmakka's banyan trees have benefited the environment by:

      (i) _____

      (ii) _____

      (iii) _____

5. Find a word in the passage which means 'a cover'.

6. Thimmakka was a poor woman who found time to plant trees on the highway and look after them as if they were her own children thereby making her life purposeful and rendering service to the community and to the environment in general.

i) How would you, as a young person, make your life purposeful?

   You could:

   (a) encourage rain-water harvesing in your neighbourhood.

   (b) clean the area around your house.

   (c) create awareness abou the dangers of allowing water to stagnate

(ii) Organise a team of five to ten young people like you to plan and implement one of the above.

Read the following passage and answer the questions that follow:

3.2 SECTION II

Why do Astronomers think there may be life on Mars?

As you know, scientists are now conducting all kinds of experiments to see if life can be found anywhere else in the universe. Naturally, it is easier to explore our own solar system for signs of life than it is to probe outer space. And one of the



Notes

Reading with Understanding

places where some scientists believe a form of life might be found is the planet Mars.

Why did they pick Mars? Well, Mars is considered to be a sort of twin of our own planet earth. It is the next planet beyond the earth in distance from the sun. Mars is about half the diameter of the earth and it rotates around the Sun in just under two years. But Mars has a day that is almost equal in length to our day here on earth.

In observing Mars, astronomers have noticed certain things that indicate a form of life may be possible there. First of all, Mars has seasons like the earth. In fact, as the seasons change in Mars, there seem to be changes on its surface. The dark areas get stronger in the spring and summer, and the colour changes from bluish-green to yellow. Could this be vegetation?

Astronomers also believe that there is at least a small amount of water vapour in the atmosphere of Mars, and this would be helpful in supporting life. Then, too, in 1887, an Italian astronomer, Giovanni reported seeing markings on the surface of Mars that resembled canals. "Could these have been built by Martians in order to carry water from the polar regions to the desert areas?" scientists wondered.

In 1976, two American Viking space probes landed on the surface of Mars. The instruments in the space probes searched the surrounding soil for signs of life and radioed their results back to earth. These results showed that either there are germs in the soil or that the soil is very unusual and not like that on earth. If life does exist on Mars, it would be a very simple form of life.

INTEXT QUESTIONS 3.2

1. Tick the correct answers

   (i) The scientists are looking for

   (a) new species of life.

   (b) life in other parts of the universe.

   (c) Mars.

   (ii) The size of Mars is

   a) about half of earth.

   b) half the diameter of earth.

   c) half the diameter of sun.



(iii) The changes in the colour of the surface of Mars may be due to the

a) canals b) changes in the season,

c) changes in the vegetation due to the changes in the seasons.

(iv) Giovanni, the Italian astronomer found

a) Mars. b) rivers on Mars.

c) markings on Mars resembling canals.

2. Answer the following questions

(i) What is the similarity between Mars and the Earth? List them.

(ii) Why do the astronomers think there may be life on Mars?

(iii) List two reasons why the scientists selected Mars.

3. Complete the following sentences

(i) Two American Viking probes landed on Mars in _____.

(ii) They looked for _____ in the surrounding soil and _____.

(iii) The two things that they found were

a)_____

b) _____



CHECK YOUR ANSWERS

Intext Question 3.1

1. a. it gave them satisfaction

b. Shade along the 3 k.m. stretch

2. i) 3 km. ii) 1950s iii) 300 iv) 10 v) 284
vi) 85 crore

3. a) For planting 284 banyan trees along a 3 km stretch of a National Highway.

b) They didn't have children so they decided to adopt trees as their children.

c) put thorny bushes.



Notes

Reading with Understanding

4. a) i) bring pots of water from a long distance

ii) poked at the roots during rainy season.

iii) kept constant vigil/nursed them for 10 years.

b) i) providing a green canopy for 3 km.

ii) providing nests for birds.

iii) preventing soil erosion.

5. Canopy

Intext Questions 3.2

1. 1– b, 2 – b, 3 – c, 4 – c

Ex – 2

(i)
- a day almost equal in length as the earth
- a small amount of water vapour in the air.
- Mars may have seasons like earth.

(ii) They noticed certain things that indicate a form of life may be possible.

(iii)
– it is the closest planet to the earth

– they believe a form of life might be found on Mars.

– Certain findings indicate that there may be life on Mars.

3. 1 – 1976, 2 – signs of life, radioed back to earth. 3 – There are germs in the soil, or soil is unusual unlike earth.



4

302en04

FATHER, DEAR FATHER

A young boy writes a letter in reply to the one he has received from his father. Let us see what he has to say.

OBJECTIVES

At the end of this lesson, you will be able to:

- read and understand a newspaper article;
- use prefixes to form words;
- frame questions; and
- make suggestions in speech.

4.1 SECTION I

Dear Papa.

This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advise that I should think before answering the papers. Yes, the operating word 'think' did make me reflect and these are the results of those reflections.



Notes

Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. Yet I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your departmental store, do you apply Pythogoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend? Or your lawyer brother?

Papa, my grandfather speaks of a carefree and beautiful childhood. Of days spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and gilli danda. From his talk, it seems, studies were an ancillary subject: and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsy turvy in just about 70 years?

Papa, my grandmother is semi-literate. Yet she is at peace with her pots, pans, her flowers and garden, her Bhagvad Gita and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us, restless, afraid and frustrated?

INTEXT QUSETIONS 4.1

1. (a) Who has written the letter?

   (b) Who is it written to?

   (c) Why has it been written?

   (d) What had his father written?

2. Is the writer a good student? Which words give you the answer ?

3. Are Pythagoras' Theorem, and Newton' s Law of Gravity important to all of us in our daily lives? Why do you think we all learn about them?

4. What kind of life did the writer's grandfather lead when he was a small boy? What was considered important in those days?

5. a. What difference does the writer see in his mother's nature, and his grandmother's?

   b. What does he think is the reason for this?

4.2 SECTION II

Which is more important-wisdom or knowledge? What should our education do for us? Let us read on and find out what the writer thinks.

Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said go ask the guy who keeps gardening things. He'll tell you. We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy; when there is a fuse in my house, I should know how to do something about it: I should know how to make a desk for myself from my carpenters tools. Instead I learn about hypotenuse, relational square roots.....

Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life by-passing us? What I fear is that if I were to meet Newton face to face, I would fail to recognise him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film, he prattles on- "the Hibiscus is red"- a hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea. A matter of grammar. And Papa, if he says George Bush is the president of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

as always,

Yours ever obedient son,

Rahul

P.S. Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle: it feels too.

-a newspaper article from The Hindu

INTEXT QUESTIONS 4.2

1. What does the writer think is wrong with his education? What would he really like to learn about?
2. Wisdom comes as a result of (a) studying hard, (b) living a full life (c) both. What does the writer think?
3. a. By how many marks did he lose his first position?
   b. Why did he lose the mark?
   c. Who was right, the teacher or the student?



Notes

Father, Dear Father

OVERALL QUESTIONS

1. a. What does the writer think is wrong with the method of evaluation of papers?
   b. Is he right?
   c. Should he try to get more marks, or should he make sure his knowledge is accurate? What do you think?
2. a. Will the boy's father ever get this letter?
   b. Which words give you the answer?
   c. Why did Rahul write the letter?
3. What kind of letter did the father write to his son? Do you think he did the right thing? Give reasons for your answer.
4. What kind of education does the writer think is most useful? Do you agree?
5. (i) Imagine that Rahul ultimately sends the letter to his father. When his father receives the letter he is deeply touched by it. What changes do you think occurr in his attitude towards education.
   (ii) Rahul writes this letter to his father to express his hurt and anguish. The letter was never meant to be posted to his father but was his method to deal with his hurt feeling. How do you deal with your feelings when you are hurt and in pain?

Do you.....

- go out for a walk
- fight with your younger brothers and sisters
- take out your anger on your pet
- listen to music
- read a book
- do something with your hands e.g. wash clothes
- throw things
- talk to the person you are angry with and settle the matter
- stop talking to that person altogether

Which of the above are positive ways to handling your feelings?

VOCABULARY ENRICHMENT

Words of opposite meaning can be made with several words by adding prefixes like 'un' and 'im'. Add the prefixes 'un' and 'im' to the following words.



invited, important, healthy, qualified, perfect, used, possible, answered, partial, proper

e.g. He was_____ that his bicycle tyre was punctured. (aware-unaware).

1. Harish got poor marks in English because he thought it was an _____ subject and did not study.
2. I do not like to go to dinner to anyone's house,_____
3. Many medical centres are run by_____ doctors.
4. Sensible students always start studying well before the exams. It is _____ to finish the course the day before the paper.
5. Rohit wrote to Ashok and invited him for a visit, but the letter remained_____
6. Would you like to wear this sweater? I bought it last year but it has remained_____ so far.
7. I saw a beautiful statue in the shop, but it had a small crack on the base. I decided not to buy an _____ piece.
8. Eating too much fat and sugar is _____
9. To call an elderly person by his first name is _____
10. It is the duty of a good teacher to be _____

GRAMMAR

1. Read these questions from the piece, Father, Dear father.

(i) But in your Departmental store, do you apply Pythagoras' Theorem, or Newton's law of Gravity?

(ii) Is it possible, the world has turned topsy turvy in just 70 Years? What answer does the writer expect to (i) _____ and (ii) _____

(iii) Make a list of the other questions in the lesson, and try to decide how they should be answered.

a) Notice that all the questions begin with Is/Are or Do.

b) Also that they are to be answered with Yes or No.

2. Make sentences using the given Phrases, and Is/Are or Do/Does according to what given in the brackets.

e.g. Manohar ill? (Is/Are) - Is Manohar ill?



Notes

Father, Dear Father

(i) __ You going to the market? (Is/Are)

(ii) __ The teacher in the class? (Is/Are)

(iii) __ You like mangoes? (Do/Does)

(iv) __ Your mother cooking? (Is/ Are)

(v) __ Your brother eat eggs? (Do/ Does)

(vi) __ You know Sanskrit? (Do/Does)

3. There are other ways of asking questions also.

Your questions can begin with Who/ Whose/ What and Which.

- Who and whose are used when you ask questions dealing with people e.g. Who took my pen?/Whose books are these?
- What is used to begin questions which deal with persons as well as things.- What time is it?/ What did you say?
- Which is used to begin questions about persons or things, where the choice is limited- Which school did he go to? Which of these two boys is a better swimmer?

The answers to these questions are framed differently from those in the earlier group of questions that you read about in the previous exercise.

Questions that begin with Wh. Words, need a different kind of answer. e.g.

Q. Who wrote the letter in the lesson, 'Father, Dear Father'?

A. Rahul wrote this letter.

Q. What did he write about?

A. He wrote about his performance in the examination.

Q. Which person's attitude to life did he like better-his mother's or his grandmother's?

A. His grandmother's

4. Now, fill in the blanks in the following sentences with Who, What and Which.

(i) _____ is that man?

(ii) _____ book do you want, The Tale of Two Cities, or David Copperfield?



(iii) _____ is your name?

(iv) _____ time is it?

(v) _____ met him?

(vi) _____ one of them won the tennis match, Becker or Sampras?

5. Other question words (Words with which you start questions) are Why? When? Where? and How?

- Why means, 'for what reason' and is usually answered with "because" e.g. Why are you late? Because I missed the bus.
- Where means 'at what time'. e.g. When do you get up? At 7 a.m.
- Where means 'at what place' Where do you live? In Delhi.
- How can be used to ask about a method?

_ followed by a noun- How tall are you? I am 5ft. 3 inches tall.

_ with 'much' and 'many'-How many of you are coming tomorrow? Three of us.

_ with an adverb-How fast does he drive? Not very fast.

Now fill in the blanks, using Why, Where, When and How?

(i) _____ were you absent yesterday?

(ii) _____ will you come to my house?

(iii) _____ are you going?

(iv) _____ are you so tired today?

(v) _____ shall I meet you?

(vi) _____ can we go shopping?

6. Now make questions, using Which, Where, What and Who, which will fit the underlined words in the following answers.

i. I have been <u>to the zoo</u>

ii. Amit and Amar are sitting <u>under the Peepal tree</u>

iii. My name is <u>Mohinder.</u>

iv. I like <u>this book</u> better than that one.



Notes

v. Sulekha ate the cake.

vi. I will give you the brown shirt.

7. Fill in the question words in this dialogue.

Ravi : This shirt is very smart. _____ did you buy it?

Alok : In a shop on Mall Road.

Ravi : _____ shop was it-Modern Store, or Jagannaths?

Alok : Modern Store. But there is another shop on M.G. Road which is just as good.

Ravi : _____ is its name? M.G. is very long _____ exactly is it?

Alok : _____ you know Tourist Hotel? It is next door, and it is called Uttam Singh Duggal and Sons.



LET'S TALK

Worksheet

Listen to the communication on making suggestions. Then fill in the blanks below:

1) _____ and _____ are shopping.

2) _____ sister is getting married on Monday next.

3) Reshma suggested that Neha should buy the _____ dress.

4) The _____ dress Reshma said would be _____ to the eye.

5) Reshma also suggested that Neha should buy some _____ jewellery.



CHECK YOUR ANSWERS

Intext Questions 4.1

1. (a) Rahul

(b) To his father

(c) In reply to his father's letter-because he lost his first rank.

(d) To pay more attention to his studies.



2. Yes, his first rank slipped to 2 nd.

3. No. General knowledge. General education.

4. Of happiness and enjoyment. Living and experiencing.

5. His grandmother is peaceful and relaxed. His mother is highly strung, tense and nervious.

6. His grandmother is busy with her cooking, gardening, and religious books. His mother is highly educated.

Intext Questions 4.2

1. The writer feels it is not practical. He would like to be able to use it in his daily life.

2. Living a full life.

3. (a) A quarter mark

   (b) He said he was invited to tea. His teacher said it should be 'for tea'.

   (c) The student.

OVERALL QUESTIONS

1. (a) The teacher decides what is correct. (b) Yes/No
   (c) His knowledge should be accurate.

2. (a) No (b) " Your eyes will not see this anguished plea."
   (c) To lighten his unhappiness.

3. An angry letter. Yes/No.

4. A practical education. Yes/No.

VOCABULARY ENRICHMENT

1. unimportrant, 2. uninvited, 3. unqualified, 4. impossible, 5. unanswered, 6. unused, 7. imperfect, 8. unhealthy, 9. improper, 10. impartial.

GRAMMAR

1. (i) No (ii) Yes. (iii) a) Father, is he fibbing?

   Do you know what she said?

   Are we living, Papa?



Notes

Or is life by passing us?

Are we missing out on the essence of life?

Papa, do you know where I lost that quarter mark that brought about my fall?

(b) No; No; Yes; Yes; Yes; No.

2. i) Are, ii) Is, iii) Do iv) Is, v) Does; vi) Do

4. (i) Who; (ii) Which; (iii) Which; (iv) What (v) Who (vi) Which.

5. (i) why

(ii) when/how/why

(iii) where/how/why/when

(iv) why

(v) when/how/where/why

(vi) when/how/where

6. (i) Where have you been?

(ii) Where are Amit and Amar sitting?

(iii) What is your name?

(iv) Which book do you like better?

(v) Who ate the cake?

(vi) Which shirt will you give me?

7. where; which; What; where; Do.



5

302en05

FUEL OF THE FUTURE

Do you know of a source of energy that is clean, renewable and totally free? Read and find out.

OBJECTIVES

At the end of this lesson you will be able to:

- read and understand a piece of scientific writing;
- use the passive voice;
- make notes; and
- ask for and supply information in speech.

5.1 SECTION I

The buzzword today is clean energy – something that we can reap from nature. And, the search has led man to the sun (solar), the wind, the tides (tidal), water (hydro) and even biogas. The good news is that we, in India, have reasons to be proud. Not only do we have the world's only Ministry for Renewable Energy Sources, but we are also the world's fifth largest producer of wind energy.

"Wind energy" is derived through a process where wind is used to generate mechanical power or electricity. Wind turbines convert the kinetic energy in the wind into mechanical power, which can be used for specific tasks (such as grinding grain or pumping water). A generator converts this mechanical power into electricity.



Notes

Since recorded history, wind power has been used to move ships, grind grain and pump water. There is evidence that wind energy was used to propel boats along the Nile as early as 5,000 B.C.

INTEXT QUESTIONS 5.1

1. Complete the following sentences by using a word from the passage above for each blank:
   i. The passage is about a _____ of energy of the future.
   ii. A great deal of importance is given today to _____ non-polluting energy.
   iii. Some of the alternative sources of clean, non-polluting energy are: the _____, the _____, the _____ and _____.
   iv. Wind energy is the _____ by which wind is used to generate electricity.
   v. Wind _____ are used to convert wind energy into mechanical power.
   vi. Subsequently, a _____ is used to covert the mechanical power into electricity.
2. When and where was wind energy first used?

5.2 SECTION II

What has been the history of man's use of wind energy? Where and how is wind energy used in India?

In the United States, millions of windmills were erected as the American West was developed during the late 19th century. Most of them were used to pump water for farms and ranches. By 1910, wind turbine generators were producing electricity in many European countries. And while today, one associates windmills with the Netherlands where they are used for pumping water, it is in Denmark that wind is an effective source of energy.

Close to home, Tamil Nadu was among the first in India to give a fillip to wind energy over 10 years ago and continues to be a leader. Nearly half of India's nearly 2000 Mw of installed capacity from wind energy comes from Tamil Nadu. Wind turbines have been "decorating" our landscape near Madurai and beyond.

In Chennai at the Centre for Wind Energy Technology, research is done to check out various wind sites where wind energy can be tapped. And, wind turbines of various sizes are checked to see if they are delivering what they promised to do. Wind energy is also abundant in many parts of India from Gujarat, Andhra Pradesh and Kerala to the hilly regions in Maharashtra.



INTEXT QUESTIONS 5.2

1. Answer the following questions briefly:
   - i) Name the European countries that use wind energy?
   - ii) When and what purpose were windmills used in America?
   - iii) Name the first Indian state that used wind energy. Can it be used elsewhere? Is so, where?
   - iv) How does research help in popularizing the use of wind energy?

5.3 SECTION III

Is wind energy popularly used? What are its advantages? Does it have any drawbacks?

In the west, surveys have consistently shown that the public prefers wind and other renewable energy forms over conventional sources of generation. Wind energy is free, renewable resource, so no matter how much is used today, there will still be the same supply in the future. Wind energy is also a source of clean, non-polluting electricity. Unlike conventional power plants, wind plants emit no air pollutants or greenhouse gases.

In 1990, California's wind power plants offset the emission of more than 2.5 billion pounds of carbon dioxide, and 15 million pounds of other pollutants that would have otherwise been produced. It would take a forest of 90 million to 175 million trees to provide the same air quality.

Some have voiced concern over the noise produced by rotor blades, aesthetic impact, and the plight of birds that fly into the rotors. Most of these problems do not exist in India as wind farms are located in remote areas or the problems have already been resolved through technological development.

The major challenge to use wind as a source of power is that it is intermittent and it does not always blow when electricity is needed. The fact remains that wind is the fastest growing source of electricity generation in the world. And who knows, might even be a lucrative career for many.

INTEXT QUESTIONS 5.3

1. Say whether the following statements are True (T) or False (F). Correct the false ones.

i) People prefer conventional sources of energy to wind energy.



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Fuel of the Future

ii) Like oil, wind energy will one day be totally used up.

iii) California's wind power plants are able to negate the bad influence of the enormous amount of pollutants its factories create.

iv) A large number of trees are cut down to create space for wind power plants.

v) Wind power plants operate noiselessly

2. Given below are some headings. Fill in the blanks against each heading with points from this section. Do not write long sentences. Write in point form.

WIND ENERGY

Advantages:

- .....
- .....
- .....

Weakness:

- .....
- .....
- .....

Solutions:

- .....
- .....
- .....



OVERALL QUESTIONS

1. Name some sources of clean renewable energy.
2. What unique place does India have in relation to wind energy?
3. What are the advantages of using wind energy?
4. What major challenge does the use of wind energy pose to man?

GRAMMAR

The passive voice

We use the active voice to say what the subject does:

- Wind turbines convert the kinetic energy in the wind.
- Surveys have shown that the public prefers wind energy.

We use the passive voice to say what happens to the subject:



- Wind energy was used to propel boats along the Nile.
- In the United States, millions of windmills were erected.

The passive is be (is/was/ have been, etc) + the past participle (done/seen/cleaned, etc)

When we use the passive, who or what causes the action is often unknown or unimportant.

INTEXT QUESTIONS 5.4

1. Find three instances where passive voice has been used in the passage. Write down the sentences.
2. Fill in the blanks using the Passive form of the verbs given in bracket.

A. How butter is made

Cream _____ (churn) and milkfat _____ (collect). The remaining liquid is called butter milk. The milk fat _____ (whip) and the water in it, if any _____ (throw) away. A pinch of salt _____ (add) to the ball of whipped fat and _____ (keep) in a butter dish.

B. How an electric iron is repaired

To replace the heating element of an iron, the handle along with the top cover _____ (remove). In modern automatic irons, these are often removable in one piece, but in other designs two nuts secure the handle and when these _____ (remove), the handle can be removed. Then the cover ____ (withdraw) and the iron weight _____ (disclose), which can be raised to find the heating element. The heating element _____ (contain) between two layers of a mica sheet.

LET'S TALK

Worksheet

Listen to conversation on seeking and supplying information. Then fill in the blanks below:

1) _____ met with an accident.
2) The accident happed on a _____
3) _____ had gone on an _____ with his English teacher.
4) He slipped while _____
5) He hurt his _____
6) _____ is taking _____ for relief.



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LET'S WRITE

Read the passage and make notes with the help of the clues given under it. Use short forms (abbreviations) wherever possible. Give your notes a suitable title.

Obesity-linked diabetes is for the first time being reported in children and adolescents in the UK and many other countries. A 1986 landmark study of obesity and television viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or over-weight.

In 12 to 17-year-olds, the prevalence of obesity increased by two per cent for every hour of weekly television time. A more recent study found that, while eight per cent of children watching one hour or less of television a day were obese, 18 per cent of children watching four or more hours were obese.

The more television children watch, the more they eat. (By comparison even reading is a workout, at least in studies that have been done with obese children, perhaps because it engages their minds a bit more emphatically). Television viewing prompts children to consume food while they consume less energy, an ideal recipe for obesity. Marketing soft, sweet and salty foods on television is good business, and children are the most vulnerable targets.

Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated – in Australia, the US and England. Sweden and Norway maintain a virtual ban on advertising to children, and have consistently low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising, and are pressing the other states of the European Union to do the same.

Title_____

1. Link between T.V. viewing and Obesity

	Age	hrs.	% increase in obesity
Earlier findings	12-17	1/week	2
Recent findings	12-17	_____	_____

Reasons

1) _____ 2) _____

3) _____

Advertisements regulated

(1) Countries ban ads to children – less obesity Australia ___ ____ ____ ___

(2) Countries restrict ads

Ireland _____ _____ _____

Key to abbreviations used

_____

_____

_____

CHECK YOUR ANSWERS

Intext Questions 5.1

1. i) source ii) clean

   iii) the sun, the wind, the tides, water and biogas iv) process

   v) turbines vi) generator

2. In Egypt in 5000 BC to (move) propel boats along the Nile.

Intext Questions 5.2

(i) the Netherland and Denmark

(ii) During the late 19th century windmills were used in the American West to pump water for farms and ranches.

(iii) The first state to use wind energy is Tamil Nadu. Yes, it can also be used in parts of Gujarat, Andhra Pradesh, Kerala and Maharashtra.

(iv) It finds new sites where wind energy can be used. Research also checks out existing sites.

Intext Questions 5.3

1. i) False. Surveys show that the public prefers wind and other renewable energy forms over conventional sources.

   ii) False. Wind energy is a free, renewable source.

   iii) True

   iv) False. A large number of trees would need to be cut to lessen the harm caused by pollutants in the air in California.

   v) False. Wind power plants produce noise.



Notes

Fuel of the Future

2. Advantages

- Clean energy – no pollutants
- Free
- Renewable

Weaknesses:

- noisy
- not good to look at
- kills birds
- intermittent supply

Solutions:

- locate in remote areas
- use modern technology

OVERALL QUESTIONS

1. wind, sun, tides, water and biogas.
2. India has the world's only Ministry for renewable energy. Also, India is the world's fifth largest producer of wind energy.
3. It generates cheap, non-polluting, free and renewable energy.
4. The supply is intermittent. Wind does not always blow when electricity is needed.

Intext Questions 5.4

(i) so no matter how much is used today

(ii) Most of their problems ..... as wind farms are located in remote areas.

(iii) ..... the prblems have already been resolved though technological development.

2. A. i) is churned ii) is collected iii) is whipped
   iv) is thrown v) is added vi) is kept
   B. i) is removed ii) are removed iii) is withdrawn
   iv) is disclosed v) is contained.



6

302en06

MY GRANDMOTHER'S HOUSE

What are the things your grandmother did for you when you were a child? What memories do you have of the time you spent with her?

Now, let us read the poem 'My Grandmother's House'. The poet remembers her grandmother and wishes that she were alive to love her, to make her feel wanted. Here is the poem.

There is a house now far away where once
I received love……. That woman died,
The house withdrew into silence, snakes moved
Among books, I was then too young
To read, and my blood turned cold like the moon
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair, pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Dog…you cannot believe, darling,
Can you, that I lived in such a house and
Was proud, and loved…. I who have lost
My way and beg now at strangers' doors to
Receive love, at least in small change?

We will now divide the poem into three parts and read the first part once again.

- Kamla Das



Notes

DISCUSSION

There is a house now far away where once
I received love……. That woman died,
The house withdrew into silence, snakes moved
Among books, I was then too young
To read, and my blood turned cold like the moon.

INTEXT QUESTIONS 6.1

Answer the following:

1. What happened to the house after the grandmother died?
2. Why was the poet not able to read the books?

DISCUSSION

Look at the expression "my blood turned cold like the moon". The poet is comparing the coldness of blood with the moon.

She used the word like to make the comparison. A comparison of two things using like or as is called a 'simile'. A simile is used to highlight a particular quality, characteristic or feature of something.

Example : He is as brave as a lion.

The place was silent like a grave.

Now, let us go on to the next part of the poem. Read it once or twice and answer the questions that follow.

Peer : look very carefully

Despair : without hope

Brooding : thinking

How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair, pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Dog…



INTEXT QUESTIONS 6.2

1. Complete the following :

   The poet wants to go back to the house

   (i) to peer …….. .

   (ii) to listen …….. .

   (iii) to pick …….. .

2. Look at the phrase 'blind eyes of windows'. Window is a non-living object. In the poem, the window has been given a human physical feature i.e. 'blind eye'. What do we call this poetic transformation? (You can go back to the poem 'Leisure' for a clue). Why are the eyes of windows described as blind?

3. Why is the air in grandmother's house described as frozen?

4. Pick out the correct alternatives in (a) and (b).

(a) 'an armful of darkness' means …… .

   (i) old memories of the grandmother's house.

   (ii) unhappy days.

   (iii) some dark object from the house.

(b) 'to lie behind my bedroom door like a brooding dog' means that ……..

   (i) the memories will always remain with the poet.

   (i) the memories will lie uncared for in a corner.

   (iii) the memories are as unimportant as a dog.

DISCUSSION

Now, we will read the third part of the poem and answer the questions that follow.

You cannot believe, darling,
Can you, that I lived in such a house and
Was proud, and loved…. I who have lost
My way and beg now at strangers' doors to
Receive love, at least in small change?



Notes

INTEXT QUESTIONS 6.3

1. (a) Which words tell you that the poet is talking to some one?

   (b) What is she telling him/her?

2. In the last three lines of the poem, the poet thinks of herself as a beggar.

   (a) What is she begging for?

   (b) What does she mean by 'small change'?

OVERALL QUESTIONS

1. 'Cold like moon' is a simile. Can you pick out another simile from the poem?
2. The poet thinks of her past. How is her present different from the past?
3. Pick out words from the poem which convey the sense of loss that the poet feels.
4. Read the following sentences:

   a) Grandparents belong to a different generation and have ideas which may not fit in the modern context.

   b) One day we too will become old and infirm. We would like to be treated with dignity and affection in our old age.

   Suggest two or three ways in which you can show love and concern for the elderly.

CHECK YOUR ANSWERS

Intext Questions 6.1

1. The house withdrew into silence.
2. because she was too young.

Intext Questions 6.2

1. (i) through blind eyes of windows

   (ii) to the frozen air



(iii) an armful of darkness

2. Personification. Nothing can be seen through them as there is darkness inside.

3. The house is absolutely silent. No one lives there. Even the air does not seem to be moving.

4. (a) old memories of the dark house

   (b) the memories will always remain with the poet

Intext Questions 6.3

1. (a) "You cannot believe, darling."

   (b) That she lived in such a house and was proud, and loved.

2. (a) She is begging for love.

   (b) a little love/love in small quantity.

OVERALL QUESTIONS

1. "...an armful of darkness to lie behind my bedroom door like a brooding dog".

2. She remembers her childhood in her grandmother's house when she was loved. She has a deep sense of sorrow in the present because no one loves her now.

3. that woman died,

   my blood turned cold,

   frozen air, wild despair,

   armful of darkness.



Notes

302en07

7

READING WITH UNDERSTANDING



OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages; and
- answer questions on those passages.

7.1 SECTION I

Read the passage given below and answer the questions that follow:

Before examinations, many students are under tremendous stress. But it is not just the students who are stressed, teachers and parents too face the same situation.

Why do people get stressed? Adolescents are faced with the demands of their developmental tasks and that of a complex society. They need to acquire skills of adjustment to emerge into adulthood unaffected by these demands. If they lack these skills or if too many demands are made on them, they fail. Students are anxious, as they are worried about whether they would be able to live up to the expectations of their peers, parents and teachers. Optimal anxiety motivates and keeps them ahead while over-anxiety is disabling.

Anxiety is contagious and passes onto other students, teachers and parents. Adolescents, when stressed out, tend to perceive everything as an emergency. Some of the reasons for increase in stress level are identity crisis, the need to make career-oriented decisions, teachers' and parents' attitude and peer pressure. The inability to communicate with parents also plays a major role.



Notes

Good memory depends upon a good brain. The brain needs a good supply of oxygen, glucose, calcium, phosphorus and iron. So make sure you sit in a well-ventilated place when studying. Your diet should include milk, cheese, walnuts, wheat germ, green leafy vegetables, ragi and dates. Do not forget that "breakfast is the brain food". Fatty meals, sugar and acids take away calcium from the system. Diets rich in fibre like fruits and vegetables help to reduce stress.

Good concentration is important to improve the memory. Learning and memorizing by understanding and recalling what one has learnt is helpful. Organizing and framing a logical relationship is important. Mastery not just of the content of the subject, but also the process of answering is equally important.

Anxiety and fear hamper recall and result in a mental block during examination. Watching television for a long time could lower academic performance. It 'steals' away the reading time. Time management is about self-discipline. Time must be managed between filled and unfilled time. Filled time is the time spent sleeping, bathing, eating, dressing and attending school. A student has 10 hours of unfilled time. How best is the student going to utilize this? Make a timetable for the 10 hours.

Seven to eight hours of sleep is necessary for optimal physical rest and brain functioning. A positive thought is the seed of a positive result. Always feel positive. This will help to lessen stress.

If a student has symptoms of anxiety or depression, seek medical help immediately.

INTEXT QUESTIONS 7.1

1. Say whether the following statements are True (T) or False (F). Correct the false statements:

   a. Only students get stressed before examinations.

   b. Failure to cope with developmental tasks is one of the sources of stress for adolescents.

   c. A person should lead a totally stress-free life.

   d. You can reduce stress by sharing your feelings with parents and friends.

   e. Adopting good study habits can help reduce examination fever.



Notes

2. Read the passage again and fill in the blanks with the most appropriate word:

Almost everyone in society today suffers from ————(i) Perhaps the worst affected are ————(ii) This is because adolescents have to cope with two sets of problems at the same time :- the ———— (iii) tasks that they need to do as a part of their growing up; and ———— (iv) into a complex society.

Furthermore, young people have to live up to the ———— (v) of their peers, ———— (vi) and teachers. They have to make difficult ————(vii) oriented decisions. Sometimes they suffer from ———— (viii) crisis.

However, all stress is not bad. An ————(ix) level of stress is motivating. One can keep anxiety and fear away by good ———— (x) skills, good eating and study habits.

3. Select a suitable title for the passage from the options given-

i) Examination fever

ii) Stress in Modern life

iii) Today's youth

7.2 SECTION II

You have just read about stress: Below you will read stress preventive measures:

A. To avoid or reduce stress, you must manage your time properly. You must prepare a 'TO DO' task list. However these tasks are not static. They undergo change over a period of time. It is useful to divide tasks into three categories: Important – A; less important-B; and routine-C. Intersperse A and B tasks with C tasks such as ironing clothes, reading newspaper etc. This would provide relief from constant pressure of important tasks.

It is also very important to allocate a realistic amount of time for each task. You may maintain a diary to monitor tasks done/still to be done.

B. Exercise is beneficial in reducing anxiety and improving sleep. So you must build a habit of regular exercise. Brisk walking, swimming, jogging, aerobics are effective in keeping the heart healthy. Whenever possible, you should walk or cycle to cover short distances.



Travelling is very stressful. There are few simple exercises that you can do while travelling in a bus. You can strengthen your wrist by rolling your hands backwards and forwards while gripping the rod over-head.

You can also place your fingertips on the bar and push hard so that the fingers bend back, then relax. Repeat this ten times to increase flexibility of your fingers.

C. Hobbies help to reduce stress. Hobbies can become as refreshing as sleep. They help boost self-image and forget the tensions and failures that one faces in life. Very often the work one does may not give the person any pleasure. However, since one chooses one's hobbies according to one's own temperament and aptitude, they give great pleasure. They are healthy mood enhancers.

D. In order to remain calm and at peace, you need to train yourself to think positively. Every year students who are unable to cope with the disappointment caused by failure or performance lower than expected, take the extreme step of committing suicide. This is of course a very negative step and shows lack of positive thinking. Failing in the examination is not the end of the world. Furthermore, many geniuses like Ramanujan and Einstein failed examinations. Failure is never final and success is never an end. Talk about your problems.

INTEXT QUESTIONS 7.2

1. Here are some headings. Match the headings with the four texts – A, B, C and D.

* What is Stress	* Thinking Positively
* Taking Exercises	* Increasing Flexibility
* Causes of Stress	* Managing Time
* Developing Hobbies	* Removing stress

2. Here are a number of people who suffer from stress for a variety of reasons. Which of the four measures discussed in the texts will you refer to each. Also briefly state your reasons for making the choice.

i) Hema is a quiet woman who lives alone in Delhi. Her family is in Indore. She works for 10 hours daily in an export company at a sewing machine. She is depressed and sad.



Notes

ii) Rohan travels for three hours daily. He works at a computer and is becoming so fat that people laugh at him.

iii) Rita is busy running around all day but her work is never over. She looks stressed and over-worked.

iv) Rima has already failed twice. She is sure she will fail yet again. She tries to study for her exams but is so worried that she cannot concentrate.



CHECK YOUR ANSWER

Intext Question 7.1

1. a) False, students, teachers and parents are stressed.
   b) True
   c) False, life can never be totally stress free.
   d) True
   e) True

2. i) stress ii) students/adolescents iii) developmental
   iv) adjusting v) expectations vi) parents
   vii) career viii) identity ix) optimal
   x) communication

3. Examination fever

Intext Question 7.2

1. A – Managing Time B – Taking Exercise
   C – Developing Hobbies D – Thinking Positively

2. i) She must develop hobbies. She has no one to talk to reduce stress. Hobbies will give her pleasure

   ii) He must take exercises. He can do spot walking, bending exercises. Also he can cycle or walk part of the distance.

   iii) She must manage time better. She must divide her work into A, B and C type tasks.

   iv) She must think positively. Communicating her feelings with parents, teachers or friends will help her.



8

302en08

A CASE OF SUSPICION

A country doctor sets out to help a patient in the middle of a windy night. Whom does he meet on the way? And, what does he learn? Let's read and find out.

OBJECTIVES

At the end of this lesson you will be able to:

- read and understand a suspense story in English;
- use phrasal verbs;
- change direct-speech to indirect speech;
- give and understand direction in speech; and
- write a paragraph reporting experiences.

8.1 SECTION I

He threw back the covers and sat up on his bed, his feet feeling along the cold floor for his house slippers, the telephone ringing insistently, a little distance away.

He turned on the light and walked to the phone, and took down the receiver.

"This is Doctor Benson," he said.



Notes

A Case of Suspicion

The November wind was bringing sounds of winter as it blew around the little white house. The doctor got into his clothes. He went to the table and stared a moment at his watch, his spirit complaining at the job ahead of him.

Two o'clock. His mind also complained at the horrible hour and he wondered why children had to be born at such improper times. He took up two small handbags, the short pill bag, as the people of the town knew it, and the long obstetrical case, the baby bag they called it.

Doctor Benson stopped a moment to light and, then put the pack of cigarettes in his overcoat pocket. The wind felt like a surgeon's knife at his face as he opened the door and ran, bending low, around the driveway to the garage.

His car started with difficulty, coughed half a dozen times as he drove down the driveway but then began to run more smoothly as he turned down Grass Street and on to the deserted highway.

Mrs. Ott Sorley, who Doctor Benson was on his way to visit, already had almost a dozen children, but it seemed to the doctor that never once had she had a baby in good weather, nor in daylight. And while Doctor Benson was a country doctor, he was still a young man and couldn't find the pleasure that his father, the old Doc Benson had found in seeing Ott, the father, always two or three babies behind in payment of his baby bills.

INTEXT QUESTIONS 8.1

1. Say whether the following statements are true (T) or false (F):
   a. The doctor in the story was an elderly man.
   b. His father had been a country doctor too.
   c. The doctor liked late night calls.
   d. The doctor carried two bags on his visits.
   e. Mrs. Ott Sorley was having her first baby.
2. Answer the questions briefly
   a. At what time did Doctor Benson receive the call?
   b. Who did he visit? Why?
   c. What did the doctor carry in his bags?
   d. Did the doctor receive prompt payment? How do you know?



8.2 SECTION II

How do you think the story proceeds? Will it be about Mrs. or Mr. Sorley? Or will there be a chance meeting with someone else? Read ahead to find out.

It was a long ride to the Sorley farm and the sight of a man walking alone along the country road, as seen just ahead by the lights of the car, was a welcome relief to the doctor. He slowed down and looked at the man walking along with difficulty against the wind, a little package under his arm.

Coming alongside, Doctor Benson stopped and invited the man to ride. The man got in.

"Are you going far?" asked the doctor.

"I'm going all the way to Detroit," said the man, a rather thin man with small black eyes filled with tears from the wind. "Could you give me a cigarette?"

Doctor Benson unbuttoned his coat, then remembered the cigarettes in the outer pocket of his overcoat. He took out the packet and gave it to the rider who then looked in his own pockets for a match. When the cigarette was lighted, the man held the packet a moment, then asked, "Do you mind, mister, if I take another cigarette for later?". The rider shook the packet to remove another cigarette without waiting for the doctor to answer. Doctor Benson felt a hand touch his pocket.

"I'll put them back in your pocket," the little fellow said. Doctor Benson put his hand down quickly to receive the cigarettes and was a little irritated to find them already in his pocket.

A few minutes later, Doctor Benson said, "So you're going to Detroit?"

"I am going out to look for work in one of the automobile plants"

"Are you a mechanic?" asked the doctor.

"More or less, I've been driving a truck since the war ended. But I lost my job about a month ago."

"Were you in the army during the war?"

"Yeah, I was in the ambulance section. Right up at the front. Drove an ambulance for four years."

"Is that so?" said Doctor Benson. "I'm a doctor myself. Doctor Benson is my name."



Notes

A Case of Suspicion

"I thought this car smelled like pills," the man laughed. Then he added, more seriously, "My name is Evans."

They rode along silently for a few minutes and the rider moved himself in his seat and placed his package on the floor. As the man leaned over, Doctor Benson caught his first good look at the small, catlike face.

The doctor also noticed the long deep scar on the man's cheek, bright and red – looking as though it were of recent origin. He thought of Mrs. Ott Sorly and reached for his watch. His fingers went deep into his pocket before he realized that his watch was not there.

INTEXT QUESTIONS 8.2

1. Say whether the following statements are true (T) or False (F):

   (a) A man asked the doctor for a lift in his car.

   (b) The man was crying because he badly wanted a cigarette.

   (c) Evans was now working as a mechanic in an automobile plant.

   (d) The doctor offered him two cigarettes.

   (e) Evans had been an ambulance driver in the army.

2. Answer the following questions briefly: (55-60 words)

   (a) Why did the doctor invite the man in?

   (b) How many cigarettes did the man take? Did the doctor like it? How do you know?

   (c) What irritated the doctor about the man?

   (d) Who was Evans? Where was he going?

   (e) Pick out two expressions from the passage that show the doctor was suspicious of Evans.

   (f) Why did the doctor reach for his watch?

   (g) Did the doctor find his watch? What do you think he thought? Did his suspicion fall on Evans?



8.3 SECTION III

Did the doctor like Evans' small catlike face and bright fresh scars? Would you have thought well of Evans? What do you think will happen next?

Doctor Benson moved his hand very slowly and very carefully below the seat until he felt the leather holster, in which he always carried with him, his automatic pistol.

He drew out the pistol slowly and held it in the darkness at his side. Doctor Benson stopped the car quickly and pushed the nose of his gun into Evans' side.

The rider jumped with fear and put up his hands quickly "My God, mister," he whispered "I thought you…"

Doctor Benson pushed the pistol still deeper into the man's side and repeated coldly, "Put that watch in my pocket before I let this gun go off."

Evans put his hand in his own vest pocket and later, with trembling hands, tried to put the watch into the doctor's pocket. With his free hand, Doctor Benson pushed the watch down into his pocket. He opened the door and forced the man out of the car.

"I'm out here tonight, probably to save a woman's life, but I took time out to try to help you," he said to the man angrily.

Doctor Benson started the car quickly and the wind closed the door with a loud noise. He put the pistol back into the leather holster under the seat and hurried on.

The drive up the mountain to the Sorley farm was less difficult than he had feared and Ott Sorley had sent one of his older boys down the road with a lantern to help him across the old wooden bridge that led up to the little farm house.

Mrs. Sorley's many previous experiences with bringing children into the world apparently helped her greatly because she delivered this child with little difficulty and there was no need on Doctor Benson's part for the instruments in the long bag.

After it was all over, however, Doctor Benson took a cigarette and sat down to smoke.

INTEXT QUESTIONS 8.3

Answer the following questions briefly: (15-20 words)

1. Why did the doctor reach for his pistol? What did he do with it?



Notes

A Case of Suspicion

2. What was Evans' reaction? What did he do?
3. Why did the doctor turn Evans out of his car?
4. Where was the Sorley farm? Who helped him reach it?
5. Did the doctor have any difficulty with his patient? How do you know?
6. How do you know that the doctor was relaxed after the baby was born?

8.4 SECTION IV

Was the doctor right in turning Evans out in the cold? Do you think he will ever know whether he was right or wrong? Was the case of suspicion justified?

"A fellow I picked up in my car on my way up here tonight tried to rob me," he said to Ott, feeling a little proud. "He took my watch. But when I pushed my 0.45 pistol into his side, he decided to give it to me back."

Ott smiled wide at such an exciting story coming from young Doctor Benson.

"Well, I'm glad he gave it back to you," Ott said, "Because if he hadn't, we wouldn't have any idea what time the child was born. What time would you say it happened. Doc?"

Doctor Benson took the watch from his pocket.

"The baby was delivered about thirty minutes ago, and right now it's ……" He walked over to the lamp on the table.

He stared strangely at the watch in his hand. The crystal was cracked, the top was broken, he turned the watch over and held it closer to the lamp. He studied the worn inscription there.

"To Private T. Evans, Ambulance Section, whose personal bravery preserved our lives the night of Nov. 3, 1943 near the Italian front. Nurses Nesbitt, Jones and Wingate."

-E. Wallace

INTEXT QUESTIONS 8.4

1. Refer to the words in the passage that show Doctor Benson felt he was justified in turning Evans out?
2. Why was Mr. Sorley happy that Doctor Benson got back his watch?



3. How did the doctor realise that he was not looking at his own watch?
4. What information did the inscription give about Evans?

OVERALL QUESTIONS

1. (i) Do you think the title of the passage is appropriate?

   (ii) Who is suspicious? Of whom?

   (iii) Was it justified?

2. (i) What was the doctor's impression about Evans?

   (ii) How did the doctor realise his mistake?

3. (i) Would you call doctor Benson a kind and gentle doctor?

   (ii) Would Evans think of him in the same way? If not, why?

4. Dr. Benson was prejudiced against Evans because of his shabby appearance, uncouth manners, the scar on his face and irritating behaviour. Therefore, when be lost his watch, he immediately suspected Evans of having stolen it.

   When we are unable to find something in our own house should we:

   (a) blame ourselves?

   (b) blame others?

   (c) calmly try to locate it?

   (d) Select an alternative and justify it?

VOCABULARY ENRICHMENT

Fill in the blanks using the correct forms of the phrasal verbs given in the box.

put back	put on	put up	put out	put off	put by

1. Every wise person _____a little money for a rainy day.
2. Please _____ the fire after you have cooked rice.
3. The meeting was _____ as the chairman was not well.
4. Please _____ the dictionary on the top shelf after you have looked up the meaning of the words.

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5. _____ your cardigan as it is cold.
6. The team _____ a great performance.

REFERENCE SKILLS

Consult your dictionary and

i) complete these idiomatic expressions.

ii) use their correct forms in the sentences below:

- Have a finger in every _____.
- Put our heads _____.
- Have all the facts on his _____.
- Put her foot _____.
- Make head or _____.

1. Our questions were quickly answered as the travel agent _____.
2. I can't _____ of this strange message.
3. Ravi knows a little about all the six different projects. Let's ask him about your project as he _____.
4. Let's _____ and see if we can decipher this message in code.
5. The principal _____ and told his clerks that he wasn't going to grant him any more leave.

GRAMMAR

Reported speech: Reporting of statements and questions.

Rules for changing direct speech into indirect speech.

We make a number of changes when we change from direct speech to indirect speech:

(i) Remove the inverted commas.

(ii) Remove the comma separating the reporting verb from the actual words spoken.

(iii) Study the kind of utterance reported and introduce an appropriate reporting verb, if necessary. For example, replace "tell" or "say" with "ordered" for commands; "pleaded" for requests, etc.



(iv) Study the context to change the personal pronouns. 'I' to he/she; we to they, etc. The change depends on who is reporting to whom.

For example: Rita: I hate to see you in saris.

(to Anju)

Anju reporting to Rani: Rita said that she hates to see me in saris.

Rani reporting to Subhash: Rita said that she hates to see Anju/her in saris.

(v) Make changes in words expressing nearness and time.

For example, this becomes that

Here – there

Tomorrow – the next day

Yesterday – the previous day/ the day before

(vi) Use 'that' to introduce statements in reported speech. 'That', however, can be dropped.

Ex. 1: Some of the sentences spoken by Doctor Benson and Evans (direct speech) are given in Column A. Column B has those sentences in reported or indirect speech (i.e. as the speaker or listener would report to someone else afterwards.) Match column A with Column B.

Column A	Column B
(i) "This is Doctor Benson," he said,	a) Evans asked for a cigarette.
(ii) "Are you going far?" asked the doctor.	b) He ordered Evans to put that watch into his pocket.
(iii) "I'm going all the way to Detroit," said the man.	c) He introduced himself as Dr. Benson.
(iv) "Could you give me a cigarette?" Evans said.	d) Evans wondered whether he could take another cigarette for later.
(v) "Do you mind, mister, if I take another cigarette for later?"	e) The doctor enquired whether he was going far.
(vi) "Put that watch into my pocket," he said angrily.	f) The man declared that he was going all the way to Detroit.

Ex.II.Study the matched pairs of sentences. Do they carry same or similar meaning? Yes. Are both the direct and reported speech sentences spoken at the same time

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or moment? No! we cannot use the reported speech until after the words have been directly spoken. Therefore, we change the verb in direct speech into its corresponding past tense form. We also change the reporting verb "tell" or "say" according to the kind of speech act reported.

Study the sentences in Column B in 1 above and list the reporting verbs introduced.

Ex.III. Complete the sentences by selecting the appropriate reporting verb from the box below. You will have to put it into past tense form, wherever necessary.

Admit, agree, announce, argue, claim, complain, confess, declare, exclaim, inform, mention, promise, remember, suggest, regret, tell.

1. (a) The criminal said, "I have committed the murder."

   (b) The criminal _____ that he had committed the murder.

2. (a) Asha said, "Oh! I've failed in Maths."

   (b) Asha _____ that she had failed in Maths.

3. (a) Ravi's father said, "I think you could seek your uncle's advice."

   (b) Ravi's father _____ that he could seek his uncle's advice.

4. (a) My brother said to me, "I'll give you a watch if you stand first in class."

   (b) My brother _____ he would give me a watch if I stood first in class.

5. (a) Manik told Shruti, "Last month I attended the science conference in Hyderabad."

   (b) Manik _____ Shruti that he had attended the science conference in Hyderabad last month.

CHANGE THE INTERROGATIVES

Change "said" to "asked" or "enquired".

For wh- question do not use 'that', begin directly with the same wh- question word.

For 'yes – no' questions, indirect speech is introduced by if/whether.

The question form is changed into the statement form.

For example:

(Direct speech)	Rani to Ravi – How did you travel to Pune?
(Indirect speech)	Neha to her friend – Ravi asked Rani how she travelled to Pune.



(Direct speech) Ravi to Rani – Do you have a rose garden?

(Indirect speech) Rani to her friend – Ravi asked me whether I have a rose garden.

Negatives and verbal short forms (shan't, can't isn't) appear in full in written reported speech.

Ex.IV. Change the following questions into indirect speech:

(a) 1. He said to me, "Are you going home?"
2. He said, "Did you see my brother yesterday?"
3. He asked me, "Which bus stops here?"
4. My friend said, "What is your brother doing these days?"
5. My brother said, "Does Ram know my address?"

(b) Match the questions in direct speech with the reported speech in Column B.

Column A	Column B
i. What is your name?	a) He asked whether I had a comfortable journey.
ii. Where do you live?	b) He asked me how long I would stay here.
iii. Could you tell me your date of birth?	c) He asked me what my name is.
iv. How long will you stay here?	d)He wondered if I could tell him my date of birth.
v. Did you have a comfortable journey?	e)He asked me where I lived.

(c) Study the sentences in 5A to say whether the following statements are true (T) or false (F):

i. The word order in reporting questions is the same as in statements.

ii. In reporting a wh- question the connecting word 'that' is used.

iii. 'Whether' or 'if' is used in reporting yes-no questions.



LET'S TALK

Worksheet

Listen to the conversation on giving and taking directions. Then fill in the blanks below:

1) Speaker 1 asked speaker 2 for direction to the _____.



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2) Speaker 2 first asked speaker 1 to go _____.

3) Secondly, speaker 1 was asked to take the _____.

4) At the T crossing, speaker 1 was asked to turn _____.

5) The rest house was on the _____ side of the road.

LET'S WRITE

Reporting experiences

What is an experience?

All of us keep having some experience or the other everyday. But how can one define an experience? We can perhaps say that an experience is an event that affects or influences one in some way.

In this lesson, you are going to learn about reporting or describing experiences.

The language that you will need to use for describing experiences will be in the following areas:

Expressing the past :

- reporting complete actions
- describing complete actions
- describing thoughts and feelings
- using first 'I' in reporting personal experience
- active voice

Sequencing the past

- using all forms of past tense
- using linking as sequencing device

Read this paragraph where R.K. Narayan, a very famous Indian writer of 'Malgudi Days' fame, describes his experience as a small child of watching a lamplighter lighting up the street lights.

This paragraph describes a scene in Madras (now Chennai) in the early twentieth century.

It was exciting, one day, to be asked to go with my uncle to the street of shops. I clung to his arm and marched along. It was the evening hour. I noticed a man with his hand and shoulder stuck through a bamboo ladder, going from post to post lighting the street lamps. The lamp posts were few and far between hexagonal



glass shades on top of cast iron pillars. The lamplighter was an old man wearing a khadi coat and a blue turban, equipped with a ladder, a box of matches, rags and a can of oil. He moved from pillar to pillar, unhurryingly. I was fascinated. I had never thought that there could be so much to do to light up the dark nights. Clinging to my uncle's fingers, I watched him. He went up his ladder, opened a little ventilator, took out the lamp, cleaned and wiped it with the rag, filled it with oil, lit up the wick and closed the shutter, climbed down, thrust his shoulder through the ladder again and passed on to the next one. I had numerous questions welling up within me, all sorts of things I wished to know about the man- his name, where he came from, if he slept wearing the ladder, what he ate and so forth but before I could phrase them properly, I had to be moving along with my questions unuttered.

Now let's analyse this passage.

i. The writer uses past tense throughout.

ii. There is description of

   a. The street lamp (description of an object)

   b. The lamp lighter (description of a person)

   c. How he lighted the lamps (description of a process where sequences of action is important)

iii. The writer expresses his thoughts and feelings about the experience.

The expression 'it was exciting……...?' 'I was fascinated' convey his feelings. A lot of thought, in the form of questions come to his mind on watching the lamp lighter light the lamp. There is a feeling of disappointment expressed when he says 'I had to be moving along with my questions unuttered.'

Recollect the definition of experience and read this paragraph.

The Day I Stood And Became A Man

I reached the door of my home sweating not from exhaustion but from fear. I opened the door. A calm feeling came over me as I sat down. One more day, I had escaped it. But no more would I run or hide. I would stand and be a man and fight. The next day as I walked to school, out from behind a tree, the bully came. We stood face to face, fear ran through my body. Then he swung and I swung. As blood ran from his nose, my fear turned to courage. But then something happened. The fight stopped. We stood like that for a minute. No words were said, and then he smiled and I smiled.

The paragraph begins with a sense of fear and then a decision is taken and finally there is a sense of satisfaction and happiness.



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These kinds of experiences become an unforgettable part of one's life.

Exercise

1. Describe in about 100 words a pleasant childhood experience.
   (You can attempt writing on any one or all the three ideas given here)

Some ideas:

(i) The day I was declared the best student of my class.

(ii) The most exciting family gathering in my grandmother's village.

(iii) On my fourteenth birthday. (Need not be true)

Remember to:

Write in the past tense and sequence the happenings. Write about your thoughts and feelings during the experience.

……

……

……

……

2. This is a passage which describes the landing of Armstrong and Aldrin on the moon. This is written in present tense and the third person. Read the whole passage once, then rewrite the entire passage in past tense and first person. Imagine you are Neil Armstrong.

It is Sunday, 20th July, 1969. The American astronauts, Neil Armstrong and Edwin Aldrin, in the Eagle landing craft, are slowly dropping down towards the surface of the moon. They glide over the rocks and craters until they see a clear and level space suitable for landing. Down …. Down…. Until the feet of the Eagle gently touch and settle on the moon's surface. Through the crackling radio comes Armstrong's voice.

Decent engines stopped. Over-ride switch off. The Eagle has landed. Very smooth touch down. We are in the middle of a wide, oval plain about eight miles by three miles with some hills on the horizon. Large number of craters about five to fifty feet across…. Every variety of rock here, not much colour, mostly grey ….it's beautiful ……..

Later, the two astronauts climb out and walk on the surface of the moon. They kick up a fine, powdery, dust-like charcoal that sticks to their boots and clothes.



They plant a flag, but without air to make a breeze, it hangs limply. There is no sign of water or any form of life.

The sun glares out of a black cloudless sky. Far away the earth shines blue and white. During a long Moon day, the temperature rises to 118^0 C but falls to nearly – 113^0C at night.

In their clumsy space suits, the astronauts find movement difficult, but the low gravity helps them to bounce and hop about like kangaroos. They scoop up specimens of rocks and dusty moon "soil" from the surface to bring back to earth. Besides sending back pictures by television, they take colour photographs and cine film.

Soon it is time for them to return to their spacecraft to prepare for the long journey back to earth.

And behind them in the dust, they leave their footprints …….. a reminder of how men first walked upon the moon.

……

……

……



CHECK YOUR ANSWERS

Intext Questions 8.1

1. F, T, F, T, F
2. (a) Two o'clock, (b) Mrs. Sorley to deliver her baby, (c) pills and surgical things treatments, (d) No-previous bills were pending payment.

Intext Questions 8.2

1. T, F, F, F, T
2. (a) Man was walking in bad weather (b) two
   (c) appearance (d) ambulance driver
   (e) Detroit, " small, cat like face", "long deep scar on the man's cheek",
   (f) to see how far from Sorley farm he was.
   (g) No. It thought Evans had stolen the watch.



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Intext Questions 8.3

1. To protect himself from Evans, pointed it at Evans.
2. Surprised. Returned the watch
3. Believed Evans had stolen the watch.
4. Up the mountain, an escort from the farm.
5. No, "Mrs Sorley... delivered this child with little difficulty".
6. Sat down to smoke.

Intext Questions 8.4

1. "A fellow I picked up ... gave it to me back".
2. Would be able to learn the time the baby was born.
3. The inscription on the watch carried Evan's name.
4. That he was actually being truthful.

OVERALL QUESTIONS

1. (i) Yes (ii) Doctor Benson of Evans (iii) No.
2. (i) That Evans was a mysterious character
   (ii) seeing the inscription on the watch.
3. (i) Yes, but was fooled by Evan's appearance
   (ii) No, he pointed a pistol at him for no reason.

VOCABULARY ENRICHMENT

put by, put out, put off, put back, put on, put up.

GRAMMAR

Ex. I. (i) c, (ii) e, (iii) f, (iv) a, (v) d, (vi) b

Ex. III. (1) admitted, (2) regreted, (3) suggested, (4) promised, (5) informed

Ex. IV.(a) 1. He asked me whether I was going home.

2. He asked whether I/he saw his brother the previous day.
3. He asked me which bus stopped there.
4. My friend asked what my brother was doing those days.
5. My brother asked whether Ram knew his address.

(b) (i) c, (ii) e, (iii) d, (iv) b, (v) a

(c) (i) T, (ii) F, (iii) T



9

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MY SON WILL NOT A BEGGAR BE

What things does a normal child like to see? Was Ved's childhood different from that of other children?

OBJECTIVES

At the end of this lesson, you will be able to:

- read and understand an autobiography;
- use modals;
- use adverbs and adjectives;
- write letters; and
- give and take messages.

9.1 SECTION I

In India as elsewhere every girl or boy has fond and warm memories of his childhood, from the day he begins to talk to his mother and father. Invariably a child learns and recognizes the faces of his mother and father, of sisters and brothers who play with him, or the servants who prepare his meals or watch him play in a nursery full of toys. He must also remember the rich colours of the butterflies and birds which children everywhere always love to watch. But when I was three and



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a half, all these memories were expunged, and with the prolonged sickness (meningitis) I started living in a world of four senses – that is, a world in which colours and faces and light and darkness are unknown.

If my age and the sickness deprived me of the treasured memories of sight, they also reduced things which are valued so much in the sighted world to nothing more than mere words, empty of meaning. I started living in a universe where it was not the flood of sunshine streaming through the nursery window or the colours of the rainbow, a sunset or a full moon that mattered but the feel of the sun against the skin, the slow drizzling sound of the spattering rain, the feel of the air just before the coming of the quiet night, the smell of the grass on a warm morning. It was a universe where at first – but only at first –I made my way fumbling and faltering.

INTEXT QUESTIONS 9.1

1. What did the writer miss when he lost his sight.

   Tick the right answer.

   (a) The love of his family

   (b) The colours of the birds and butterflies

   (c) Darkness

   (d) Being able to recognize people

   (e) Not eating his favourite food.

2. The writer says, 'It was a universe where at first – but only at first- I made my way fumbling and faltering.' What does he mean when he says, 'but only at first'? Tick the right answer.

   (a) He regained his sight.

   (b) He learnt to manage his daily life though he was blind.

   (c) Someone else did all his work for him.

9.2 SECTION II

How did Ved's family react to his blindness? Were they very unhappy, or did they think he would recover? What did they do about his problem?

It was good that I lost my sight when I did, because having no memories of seeing, there was nothing to look back to, nothing to miss. I went blind in November



1937. At that time we were living in Gujarat, in the province of Punjab in northern India. After my sickness, we moved to Lahore, a few miles away, but the number of relatives who came to sympathize made my father ask for another transfer, this time to Karnal, where we had neither friends nor relatives. There we got a cottage on the canal bank, built in very peaceful and quiet surroundings.

As might be expected, in the beginning it was tough for all of us, for mother and my father, for my three sisters and my brother, and for me too. The illness had left me weak. The servants avoided me as though I were an evil eye personified. My sisters treated me with care, as though I were a fragile doll, and mother wept. My father, who was a doctor in the public health service, was grateful that I had got prompt and good medical treatment, for delay would have affected my mind or endangered my life. But he, like the rest, had no hope.

A stage of complete inaction therefore followed my blindness. In part, this was due to the immediate shock of the illness, but more important still, the difficult situation was caused by ignorance of the potentialities of a blind child, since the only blind persons my parents saw were beggars.

But now, by fate or by the will of god, blindness had struck not only a child of the well to do, but that of an excellently trained doctor, who found his training in this instance useless. Still, his wide medical experience had prepared him for an acceptance of this tragedy, and he understood that any course of action must begin with the realization that I would be blind for the rest of my life.

INTEXT QUESTIONS 9.2

1. Was the writer's father happy that so many relatives came to sympathise with them that their son has gone blind. Tick the right answer.

   (a) Yes, he wanted sympathy.

   (b) No, because they upset his wife.

   (c) No. He asked for a transfer to get away from them.

2. Column A has names of people in the story.

   Column B describes their feelings about the blind boy. Match the two.

A	B
The mother	(a) thought he was evil or harmful
The sisters	(b) cried all the time



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The father (c) treated him like a delicate doll

The servants (d) had little hope that he would see again

But though he was lucky to have escaped death.

3. How did Ved's father react to the situation. Tick the right answer.

   (a) He was unhappy

   (b) He was afraid

   (c) He was optimistic

   (d) He accepted the situation.

4. What do you understand by the phrase, 'Potentialities of a blind child.'

   (a) What the child wants to do.

   (b) What he can do.

   (c) What he can't do.

9.3 SECTION III

Ved's mother had her own ideas of why her son went blind. She also had her own methods of treating him. What were they? Did they do him any good?

My mother on the other hand, could not convince herself that my sight would never return: she did not have the medical experience of my father, and she blamed something in her past for the tragedy.

The family pandit, upon whose advice, mother had relied almost from her childhood, was called in and consulted. "He knows more about religion and science," mother said with pride, "than any other pandit in our province." I was taken before him, and for a long time I sat in my mother's lap while he was lost in thought. After a while, he took my hand and examined the lines. Then he looked at mother's and he studied her forehead, mumbling steadily. He said he found himself inadequate, and more pandits would have to be consulted. At his request, they were called and questioned as to what atonement could be made. They all agreed that by doing penance for her sins, my mother could improve my chance of regaining sight.

They prescribed methods ranging from intensive prayers to strenuous physical exertions, and for a fee they agreed to perform part of the necessary religious ceremonies. Each pandit's advice was carefully heeded. Since my mother knew that my father would dislike such methods, she kept them secret, making it doubly hard for herself.



Along with this religious counsel, there were a series of visits to hakims (physicians who followed the Greek or Unani system of medicine). These quacks prescribed all types of concocted drops to put in my eyes. The surmas, which were administered at all hours of the day and night, burned and stung my eyes; and the only soothing part of the miserable ordeal was the loving caress of mother afterwards.

One night when my mother was administering these eye drops, and I was protesting with loud cries, my father unexpectedly returned. He asked and I told him why I was crying. He was very angry.

He forbade her to make any more visits to the hakims, and strictly prohibited the purchase of any more surmas.

Then he gently lifted me from her arms, and took me away. With steady hands, he bathed my stinging eyes. After this incident, even though we stopped going to hakims, now and then applications of surmas continues till I was eleven. But they were very mild, and my mother always obtained my consent in advance.

INTEXT QUESTIONS 9.3

1. What did Ved's mother think had caused her son's blindness? Which words in the text tell you this?
2. What did the pandits advise her to do. Mention two things.
3. What did the hakims prescribe for him? Name two things.
4. Ved's father was angry when his wife used the hakim's medicines on Ved because

   Tick the right answer or answers.

   (a) she did not take his permission.

   (b) they made Ved uncomfortable.

   (c) they did not do him any good.
5. Did the treatments stop? If so, which words in the text tell you so.

9.4 SECTION IV

How did Ved's father deal with his son's blindness?

I remember other little tests my mother put me through. One day she perceived that just before I arrive at a closed door, I would stop and reach for the handle to



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open it. She began letting me go about the house by myself and she discovered that I seldom ran into things. She credited the hakim and the stinging drops, but every evening she would hold her hand up before my face and ask me to tell her where it was. She used to shake her hand before me so that myriads of pores next to, below and above my ears could feel her hand even when it was a foot away. The air currants helped me to spot it. But she wasn't satisfied with this. She wanted me to tell her whether the light was on or off. When I failed this test, she was unhappy again, but I soon caught on and would listen for the click of the switch and then tell her. Sometimes she would flip the switch very rapidly time and again, and I would always count the clicks and give her the right answer.

Although in my case there was an obstacle that seemed unsurmountable, father was determined to try everything. He read all available literature on blindness. He learned that almost all India's blind people had turned to begging for their livelihood, or had become owners of pan and biri shops and spent their days rolling nuts and condiments in a betel leaf or tobacco in a cigarette paper. He was determined that this was not going to be the fate of his second son, and he started corresponding with many of the prominent educational authorities, asking for their advice. The replies were not optimistic. For the blind, educational facilities and personnel were limited, and often the schools became semi- asylums with all ages grouped together in classes without any gradation system.

My father still persisted, for he knew that my staying at home would result in my becoming a pampered child. He realized, as well, that I would have difficulty playing with normal children, and that my mother would always be afraid to let me leave the immediate premises.

At last he heard of Dr. R M Halder, Principal of Dadar School for the Blind in Bombay. My father wrote to him asking for advice. Dr. Halder showed unusual interest in my case, and promised to take special care and personal responsibility for me if I were sent to his school.

When my mother learned of my father's decision to send me to the Dadar School, she was appalled. She could not understand the reason for sending me nine hundred miles away from home to attend school with orphans and children of the poorest classes. Yet she placed her faith in my father's superior judgement, and in her quiet way, she agreed.

- Ved Mehta

INTEXT QUESTIONS 9.4

1. Ved's mother put him through several tests. What were they?



2. Ved succeeded in passing some of these tests. Does this prove that

   (a) he could see again

   (b) he was clever

   (c) he began to adjust to his blindness by using his other senses.

   (d) he was clever and so he began to adjust to his blindness.

OVERALL QUESTIONS

1. Ved Mehta became blind. That is, he lost his sense of sight, he still had four other senses. These were

   (a) the sense of touch through the skin.

   (b) the sense of taste.

   (c) the sense of hearing.

   (d) the sense of smell.

Mach the five senses mentioned in Column A with the experiences of feeling in Column B

A	B
Touch	(a) The sound of rain
Taste	(b) The feel of the cool breeze
Smell	(c) The rich colours of flowers and the butterflies
Hearing	(d) The smell of the earth after rain
Sight	(e) The taste of kheer

2. On which one of the following characters does the story concentrate? Tick the answers.

   (a) the blind boy

   (b) his mother

   (c) the father making efforts to give the boy a good future.

3. Which of the above characters do the following words describe

   (a) sad, superstitious

   (b) practical, scientific minded

   (c) obedient, patient



Notes

4. Ved Mehta overcame the challenge of blindness and became a famous writer and journalist. Find three people from history who have overcome their physical challenges to achieve greatness.

GRAMMAR

I. 'Will' in the first person, when used with I, expresses willingness, promise, determination, etc.

eg. I will write soon.

It can be used to talk of the future.

He will go away tomorrow.

'Shall' is used with 'I' to talk about the future.

It also expresses determination.

eg. I shall visit you next week.

Now fill in the blanks in the following sentences with either 'will' or 'shall'.

1. I ———— post this letter tomorrow.
2. The examinations ———— begin next week.
3. I have not met my grandfather for a month now. I ———— see him next time.
4. ———— you please stop talking.
5. ———— I serve dinner now?
6. You ———— not steal.
7. ———— you change this bulb for me?

'Would' and 'should' are past tense forms of 'will' and 'shall'.

'Would' is also used politely in making requests.

Eg. "Would you help me to finish this work please?"

It also expresses habitual actions that took place in the past.

Eg. My mother would put surma in my eyes.

'Should' expresses an obligation.

Eg. We should help others.



I should visit my grandmother more often.

Your cough is very bad. You should see a doctor.

Now fill in the blanks in the sentences below, with 'would' or 'should'

B. 1. He said his brother was in the Army and posted on the border and he had written to say that he ———— come home on leave on the 6th.

2. The teacher said we ———— work harder.

3. You ———— not eat so many sweets.

4. ———— you pass the rice please?

5. He said that the train was very late, but it ———— arrive within the next fifteen minutes.

II Now read the following sentences.

1. The athelete used to practice daily for twelve hours. He would then win several prizes.

2. My mother used to hold long discussions with the pandits.

She would then perform a number of rituals and religious ceremonies.

'Used to' and 'would' both refer to past action. 'Used to' refers to repeated habitual action in the past, which has now been discontinued.

In connected speech, we often begin with 'used to' and then change to 'would'.

Fill in the blanks in the sentences below with 'used to' or 'would'.

A. 1. When I was in primary school I _____ hate going to school.

2. My brother ———— bully me as a child. Then I ———— call out to my sister for help.

B. Now, fill in the blanks in the sentences below with 'would', 'wouldn't', 'should', 'shouldn't'.

1. When we were in Delhi we ———— go to the zoo every week.

2. You ———— read in bad light. It will harm your eyes.

3. ———— you mind opening the window, please?

4. You ———— wear a helmet when you are driving a scooter.



Notes

5. I ———— like to speak to the manager.

6. ———— you like to try another cutlet?

C. Read the dialogue and fill in the blanks with 'will', 'won't' and 'would':

Suresh: I ———— go to the library tomorrow.

Mohit: I know it may be difficult for you, but ———— you be able to pick me up?

Suresh: Yes, of course I ————. But I ————go late in the evening.

Mohit: About what time ———— that be? I ———— be ready.

VOCABULARY ENRICHMENT

I. ADVERBS

Look at the following words taken from the lesson

gently, strictly, constantly, excellently, steadily, unexpectedly

These are adverbs, usually formed by adding 'ly' to adjectives like gentle, strict, constant and so on. Eg. Her father was very strict.

Father strictly prohibited the purchase of any more surmas.

1. Now, make an adverb with the underlined word in each sentence and use it to fill in the blank in the next sentence.

   (a) He was vey **gentle**.

   (b) Amit ———— picked up the injured puppy.

2. (a) It was a very **peaceful** meeting.

   (b) The crowd became a bit restless, but when the chief speaker came and spoke to them, they settled down ————.

3. (a) Ved was happy when his father stopped his mother from using the **painful** medicines on him.

   (b) The old man climbed ———— up the steps.

4. (a) Dr. Singh was a very **firm** person.

   (b) The teacher spoke very _____ to the rowdy boys.



5. (a) Mohan is a reliable and **steady** young man.

   (b) He walked ———— uphill for five miles.

II Fill in the blanks in the sentences below with appropriate adverbs from the box.

suddenly, slowly, painfully, hungrily, sadly, happily, luckily.

Rahul walked ———— up the hill to his house. It was a dark and rainy night and he wanted to get back so that he could have a hot bath and change into dry clothes. He thought ———— of the tasty dinner his mother would have cooked for him. But just then he twisted his ankle and fell on the roadside. "Oh dear, I can't walk," he thought ————. Now I won't get my hot bath, and my good dinner." ———— a car stopped. It was his neigbour. "Hurt yourself, Rahul?" he asked. "Never mind, I'll take you home." ———— Rahul got into the car.

ADJECTIVES

Adjectives describe Nouns

Eg. A rough boy; A fat boy; A blue balloon.

They describe quantities. eg. There was a little milk in the bowl.

They describe numbers eg. There are a few guests in the hotel.

They also describe the order in which events occur. eg. Mohit was the first boy to come to school.

Fill in the blanks in the following sentences below with the correct adjectives from the list below.

warm, brightest, full, slow, prompt, blind, medical, loud, right, superior.

1. Mamta tried to learn to draw, but her progress was————.
2. ———— medical attention after an accident saves lives.
3. The ring of the doorbell was very————.
4. Alka wants to go to ———— college.
5. The ———— boy enjoyed the feel of the winter sun.
6. The ———— weather will make us feel more cheerful.
7. There was a ———— moon last night.
8. Mohit fell off his cycle and hurt his ———— hand.



Notes

9. Mandeep was the ———— boy to be taken in the under 19 cricket team.

10. Ram's ———— officer was kind and sympathetic.

LET'S WRITE

Now look at the following letter.

Dr. Mehta,
45, Canal Road
Karnal, Haryana.

Dr. R.M. Halder,
Principal,
Dadar School for the Blind,
Mumbai (Maharastra).

Dear Sir,

My son Ved went blind at the age of three and a half years, after an attack of meningitis. He is now about six years old. He is an intelligent child, and over the last few years he has developed his other senses, so that now he can move freely about the house, open and close doors, and do some of his own work.

I am anxious to send him to a school where he will get a good all round education and learn to be completely independent.

Your school has been highly recommended to me and I shall be grateful if you could give me the following information.

1. I would like to know if my son could be admitted to your school, and what kind of educational facilities would be available to him.
2. Kindly let me know what your annual fees would be.
3. What facilities, medical and otherwise, would be available in the hostel?

Thank You,

Yours sincerely,

Dr. Mehta.

This letter-

1. Gives you the addresses of the writer, and the addressee.
2. Has a superscription and a conclusion.



3. Gives details of the child's illness and his present condition.
4. Asks for information about the facilities that can be provided to the child, and the fees that have to be paid.
5. Asks if admission will be available.

Exercises

You are Dr. Halder Principal of the Dadar School for the Blind.

Write a reply to Dr. Mehta.

Your letter should contain the following matter.

Children can be admitted from Class I level, and stay till they finish Class X-they are encouraged to play games and take part in extra-curricular activities-they are taught Braille-books suitable for the visually handicapped are provided in the library, and they are encouraged to read – there is a Doctor available if required – the staff in the school is kind and sympathetic – the younger children in the hostel are under the care of a highly qualified and experienced matron.

The school would be very happy to admit Ved Mehta, and will do their best to provide him with a good all round education.



LET'S TALK

Worksheet

Listen to the conversation on giving and taking messages on tape. Then fill in the blanks below:

1) Ravi wanted to speak to _____.
2) _____ offered to pass on Ravi's message to _____.
3) Ravi said that Ajit should contact _____regarding a trip to _____.
4) Ravi also said that Suresh will give Abhay all details including how much _____ will be needed for the trip.



CHECK YOUR ANSWERS

Intext Questions 9.1

1. b 2. b



Notes

Intext Questions 9.2

1. c
2. Mother - b, sister - c, father - d, servants -a
3. c
4. b

Intext Questions 9.3

1. "Something in the past for her tragedy".
2. Intensive prayers, strenuous physical exercises.
3. Concoctions and *surmas,* 4. b
5. "Then he gently lifted me ..... consent in advance."

Intext Questions 9.4

1. Shook her hands vigorously, asked whether lights were on or off., 2. c

OVERALL QUESTIONS

1. Touch - b, Taste - e, Smell - d, Hearing - a, Sight - c, 2. a
3. Mother, father,

Grammar

I. A. 1- shall, 2-will, 3- will, 4-will,5-shall, 6-will, 7-will

B. 1- would, 2-should, 3-should, 4-would, 5-would

II A 1-used to, 2-used to, would

B 1- would, 2-shoudn't, 3-would, 4- should, 5-would, 6-would

C will, won't, will, will, would, will

Adverbs

1-gently, 2- peacefully, 3-painfully, 4-firmly, Steadely

Adjectives 1-Slow**,** 2-prompt, 3- loud, 4-medical, 5-blind,6-warm, 7-full, 8-right, 9-brightest, 10-superior



10

302en10

WHERE THE MIND IS WITHOUT FEAR

*T*his poem was written when the British ruled our country. We were slaves to a foreign power. Rabindranath Tagore, the great Indian nationalist and visionary wanted India to awaken to a bright dawn of freedom – freedom from slavery and our own mental chains.

Read the poem aloud once. Then read it silently. It would be a good idea to memorize the poem.

Where the mind is without fear
and the head is held high
Where knowledge is free
Where the world has not been broken
up into fragments by narrow domestic walls;
Where words come out from the
depths of truth;
Where tireless striving
stretches its arms towards perfection;
Where the clear stream of reason
has not lost its way into the
dreary desert sand of dead habit;
Where the mind is led forward
by thee into ever widening
thought and action-
into that heaven of freedom,
my father,
let my country awake.

- Rabindranath Tagore



Notes

DISCUSSION

Let us now read the following lines of the poem once again and answer the questions that follow.

Where the mind is without fear
and the head is held high
Where knowledge is free
Where the world has not been broken
up into fragments by narrow domestic walls;
Where words come out from the
depths of truth;
Where tireless striving
stretches its arms towards perfection;

INTEXT QUESTIONS 10.1

1. What is meant by "mind is without fear and head is held high". Tick the correct answer.
   (i) to be fearless and self respecting
   (ii) to be proud of one's high position .
   (iii) to stand straight and be carefree.
2. What does the poet mean by "where knowledge is free"?
3. The 'domestic walls' are usually associated with safety, comfort and love. Are these the feelings evoked by the phrase 'narrow domestic walls'? If not, choose the correct answer from the ones given below:
   (i) small houses which make us feel cramped.
   (ii) ideas which are petty and narrow-minded.
   (iii) a house divided into rooms by walls.
4. Why has the word 'tireless' been used to describe 'striving'?
5. What are we striving for?

DISCUSSION

Now let us read further.

Where the clear stream of reason
has not lost its way into the



dreary desert sand of dead habit;
Where the mind is led forward
by thee into ever widening
thought and action-
into that heaven of freedom,
my father,
let my country awake.

In the first two lines the poet has identified 'reason with clear stream'.

And "dead habit" with "dreary desert".

Such an identification is called a metaphor. Like the 'simile', a metaphor is also a comparison of two or more things. But in a simile the comparison is made by using link words 'like' or 'as' whereas in a metaphor, words – 'like' and 'as' are not used.

Example :

Life is not a bed of roses (metaphor).

Life is not as comfortable as a bed of roses (simile).

INTEXT QUESTIONS 10.2

1. (a) Why is reason compared with 'clear stream'?

   (b) Where has reason lost its way?

2. Look at the line 'dreary desert sand of dead habit.' The sound 'd' is repeated four times. Why? The repetition of sound gives the line a musical quality. This poetic device is called alliteration. We will now, go back to the first part of the poem.

   Can you pick out two lines where letter and sound are repeated?

OVERALL QUESTIONS

1. How does the poet describe 'heaven of freedom'?
2. Who does the poet address as 'thee' and my father?



Notes

3. Pick out metaphors and similes from the lines given below:

'But swift as dreams myself I found within the pilot's boat'.

'The wind was a torrent of darkness/ the road was a ribbon of moonlight'

'The ship went down like lead.'

'I pass like night from land to land.'



CHECK YOUR ANSWERS

Intext Questions 10.1

1. (i) to be fearless and self respecting
2. Where knowledge is available to all without any discrimination
3. (ii) ideas which are petty and narrow-minded.
4. because it is a continuous process
5. (ii) personification

Intext Questions 10.2

1. (a) Clarity of thought is compared with clear stream.

   (b) in the dreary desert of dead habit.
2. (i) the head is held high

   (ii) tireless striving stretches its arms.

OVERALL QUESTIONS

1. Where head is held high, knowledge is free. Where people are open-minded and rational.
2. God.
3. Metaphor

   (i) wind was a torrent of darkness

   (ii) road was a ribbon of moonlight

Simile

Swift as dreams.

Ship went down like lead.

I pass like night.



11

302en11

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages;
- answer questions on those passages.

11.1 SECTION I

Read the following passage and answer the questions that follow:

Restoring Childhood

Girls in particular have no time for childhood. Much of the work that girls and younger children do is carried out in a family group or domestic setting. This is rarely perceived as labour. For example, the concept of "child servitude" implicitly excludes the domestic labour of girls, although this may be full-time work, detrimental to development, necessary for survival and equally inescapable.

Perhaps, this blindness to girls' work is because non-remunerative and nurturing tasks do not have a visible market value. So, while the exploitation of a boy working on gem stones in a small manufacturing unit in Jaipur is easily recognized, the equally hazardous work of a girl cutting grass on a precipitous mountain slope in Garhwal is ignored. Such a concept of child labour is clearly inadequate for understanding the real nature and extent of children's work.

The overwhelming majority of child workers in India are cultivators and agricultural labourers. Poor children also undertake a variety of domestic chores and



Notes

subsistence activities like minding siblings, grazing cattle, collecting fuel wood and fodder as part of their daily lives, whether or not they are at school.

However, the documentation on child labour in India has a strong focus on the dehumanizing conditions of children labouring in hazardous industries, such as the match and fireworks factories of Sivakasi (Tamil Nadu) or the glass-works of Firozabad (U.P.). The self-employed and 'street' children of Delhi, Bombay, Bangalore and other big cities have also been the object of many studies. Yet, these children represent only the most striking and visible aspect of the denial of a child's right to a healthy childhood.

The invisibility of rural child workers reflect an urban bias in Indian administration, research and the media, and the pervasiveness of the seductive idea that rural life is somewhat idyllic. This bias is not peculiar to middle class.

INTEXT QUESTIONS 11.1

I. Tick the correct answer

1. People are blind to girl's work because it is considered —

   a. not profitable and doesn't have market value.

   b. hazardous.

   c. inadequate.

2. Whose work is more easily recognized or noticed?

   a. a girl cutting grass on a dangerous mountain slope

   b. a boy working in a gem stone manufacturing unit

3. A large number of children in India are:

   a. cultivators

   b. agricultural labourers

   c. baby-sitters for their siblings

4. List the kinds of work/jobs that girls do (which is considered as child servitude).

5. a) After reading the passage why do your think poor children in India are not able to have a healthy childhood?

   b) What is 'Child Servitude'?



6. You have a baby sister/brother/niece/nephew in your family who needs looking after. Your aunt gets a ten-year old girl/boy from the village to look him after the baby. You know that it is illegal to hire anyone below the age of fourteen for work. Write the points that you would raise to convince your aunt against hiring young children.

11.2 SECTION II

Read the following passage and answer the questions that follow:

Marketing of Coconut Products

Copra is primarily used for extracting oil. The country produces about 4.5 lakh tonnes of coconut oil equivalent to about 6.9 lakh tonnes of milling Copra. Tamil Nadu and Kerala account for 90 percent of oil production. The usage of coconut oil as a cooking medium is confined to Kerala.

Palm oil and palm kernel oil are the two primary substitutes of coconut oil. The former competes with coconut oil in the edible oils segment and the latter in the non-edible oils segment of the consumption base. Palm oil prices are globally cheaper than other major edible oils. Palm oil dominates the Indian import scene. A major reason for augmenting marketing of various coconut products besides coconut oil is perhaps because demand for coconut oil has turned sluggish. It seems necessary to augment and diversify the production of coconut-based commodities such as packaged coconut water, coconut cream etc. However, the competition in these areas is not easy. Coconut water in 200ml. sachet costs Rs. 13 which is much more than bottled soft drinks. It is also more costly than the other natural drink, namely milk, which is sold at about Rs. 14 per litre..

INTEXT QUESTIONS 11.2

1. Name the states where copra is produced.
2. Where is coconut oil mainly used for cooking?
3. Which oils are used in place of coconut oil?
4. Why does Palm oil dominate the import market?
5. What can be produced to promote coconut based commodities?
6. Which is costlier?
   a) 200 ml. coconut water sachet.
   b) 1 Ltr. milk



Notes

CHECK YOUR ANSWERS

Intext Questions 11.1

a. 1 – a, 2 – b, 3 – a, b

b. domestic labour

c. a) They spend most of their time doing various kinds of labour to earn.

b) child labour

Intext Questions 11.2

1. Tamil Nadu and Kerala
2. Kerela
3. palm oil and kernel oil
4. palm oil is globally cheaper than other edible oil.
5. coconut water, coconut cream.
6. a coconut water sachet.



12

302en12

IF I WERE YOU

Gerrard, a young man, is packing. Suddenly a man enters who resembles him. He is holding a revolver in his hand. Let us find out what he wants from Gerrard.

OBJECTIVES

At the end of this lesson, you will be able to:

- read and understand a one act play:
- understand and use words which have different meanings;
- use tenses appropriately;
- write job applications; and
- express preferences.

12.1 SECTION I

(The scene is a small cottage interior. There is an entrance back right which may be curtained. Another door to the left must be a practical door. The furniture is simple, consisting of a small table towards the left, a chair or two, and a divan rather up-stage on the right. On the table is a telephone.)

When the curtain rises Gerrard is standing by the table phoning. He is of medium height, and wears horn-rimmed glasses… He is dressed in a lounge suit and a great coat. His voice is cultured.



Notes

If I Were You

He puts down the phone and goes to the divan on the right, where there is a travelling bag, and starts packing. Whilst he is thus engaged, another man, similar in build to Gerrard enters from the right silently-revolver in hand. He is flashily dressed in an overcoat and a soft hat. He bumps accidently against the table, and at the sound Gerrard turns quickly.

Gerrard : (pleasantly) Why, this a surprise, Mr__ er__.

Intruder : I am glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

Gerrard : This is all very melodramatic, not very original, perhaps but _ _ _

Intruder : Trying to be calm and ___ er___

Gerrard : Nonchalant is your word, I think.

Intruder : Thanks a lot. You'll soon stop being smart. I'll make you crawl. I want to know a few things, see.

Gerrard : Anything you like. I know all the answers. But before we begin I should like to change my position; you may be comfortable, but I am not.

Intruder : Sit down there, and no funny business. (Motions to chair, and seats himself on the divan by the bag) Now then, we'll have a nice little talk about yourself!

Gerrard : At last a sympathetic audience! I'll tell you the story of my life. How as a child I was stolen by the gypsies, and why at the age of thirty-two, I find myself in my lonely Essex cottage, how-

Intruder : Keep it to yourself, and just answer my questions. You live here alone? Well, do you?

Gerrard : I'm sorry. I thought you were telling me, not asking me. A question of inflection, your voice is –unfamiliar.

Intruder : (with emphasis) Do you live here alone?

Gerrard : And if I don't answer?

Intruder : You've got enough sense not to want to get hurt.

Gerrard : I think good sense is shown more in the ability to avoid pain than in mere desire to do so. What do you think, Mr ___er ___?

Intruder : Never mind my name. I like yours better. Mr Gerrard. What are your Christian names?

Gerrard : Vincent Charles.



INTEXT QUESTIONS 12.1

1. Did the Intruder try to frighten Gerrard?
2. Did the Intruder succeed?
3. What was the Intruder's first question to Gerrard?
4. Why do you think he wanted an answer to the question?
5. If Gerrard did not answer, what would the Intruder do?

12.2 SECTION II

What brings the Intruder to Gerrard's house? Chance? Fate? Or a planned move?

Intruder : Do you run a car?

Gerrard : No.

Intruder : That's a lie. You're not dealing with a fool. I'm as smart as you and smarter, and I know you run a car. Better be careful, wise guy! Listen, this gun's no toy. I can hurt you without killing you, and get my answers.

Gerrard : Of course, if you put it like that, I'll be glad to assist you. I do posses a car, and it's in the garage round the corner.

Intruder : That's better. Do people often come out here?

Gerrard : Very rarely. Surprisingly few people take the trouble to visit. There's that baker and the greengrocer, of course; and then there's milkman.

Intruder : I happen to know that you never see trades people.

Gerrard : You seem to have taken a considerable amount of trouble. Once you know so much about me, won't you say something about yourself? You have been so modest.

Intruder : I could tell you plenty. You think you're smart, but I'm smarter. I've got brains and I use them. That's how I've got where I have.

Gerrard : And where precisely have you got? It didn't require a great brain to break into my little cottage.

Intruder : When you know why I've broken into your little cottage, you'll be surprised, and it won't be a pleasant surprise.



Notes

Gerrard : With you figuring so largely in it, that is understandable. By the way, what particular line of crime do you follow, or aren't you a specialist?

Intruder : My speciality's jewels robbery. Your car will do me a treat. It's certainly a dandy car.

Gerrard : I'm afraid, jewels are few and far between in this part of England.

Intruder : So are the cops. I can retire here nicely for a little while.

Gerrard : You mean to live with me? A little sudden isn't it; you've not been invited.

Intruder : You won't be here long; so I didn't trouble to ask

Gerrard : What do you mean?

Intruder : This is your big surprise. I'm going to kill you.

Gerrard : A little harsh, isn't it?

Intruder : (with heavy sarcasm) Yeah, I'll be sorry to do it. I've taken a fancy to you, but it's just got to be done.

Gerrard : Why add murder to your other crimes? It's a grave step you're taking.

Intruder : I'm not taking it for fun. I've been hunted long enough. I'm wanted for murder already, and they can't hang me twice.

INTEXT QUESTIONS 12.2

1. Is Gerrard successful in finding out the Intruder's name? How many times does he try?
2. Does Gerrard have a car? Where does he keep it?
3. List at least 3 facts about Gerrard that the Intruder had found out before coming to his house.
4. Refer to 2 incidents that prove that the Intruder is boastful.

12.3 SECTION III

The Intruder threatens to kill Gerrard. Is Gerrard afraid? Is he nervous? Does the Intruder carry out his threat?

Gerrard : You're planning a double murder so to speak. Admitted you've nothing to lose, but what have you to gain?



Intruder : I've got freedom to gain. As for myself, I'm a poor hunted rat. As Vincent Charles Gerrard, I'm free to go to places and do nothing. I can eat well and sleep and without having to be ready to hide at the sight of a cop.

Gerrard : In most melodramas the villain is foolish enough to delay his killing long enough to be frustrated. You are much luckier.

Intruder : I'm O.K. I've got a reason for everything. I'm going to be Vincent Charles Gerrard, see. I've got to know what he talks like. How I know. Your accent comes easy. This is Mr. V.C. Gerrard speaking. (Pantomime of phoning, in imitated cultured voice). And that's not all (He stands up). Get up a minute. (Gerrard stands), Now take a look at me.

Gerrard : You're not particularly attractive.

Intruder : No! Well, that goes for you, too. I've only got to wear specs and I'll look enough like you to get away with it.

Gerrard : What about your clothes? They'll let you down if you're not careful.

Iintruder : That'll be all right. Yours will fit me fine.

Gerrard : That is extremely interesting, but you seem to miss the point of my remark. I said, you were luckier than most melodramatic villains. It was not a compliment to your intelligence. You won't kill me for a very good reason.

Intruder : So that's what you think.

Gerrard : You'll let me go, and thank God you didn't shoot sooner.

Intruder : Come on. What's on your mind! Better be quick. This conversation bores me.

Gerrard : Your idea is to elude that police by killing me and taking on my identity?

Intruder : Yes, I like the idea.

Gerrard : But are you sure it's going to help you?

Intruder : Now listen here. I've got this all planned. I did a job in town. Things went wrong and I killed a cop. Since then I've done nothing but dodge.

Gerrard : And this is where dodging has brought you?

Intruder : It brought me to Aylesbury. That's where I saw you in the car. Two other people saw you and started to talk. I listened. It looks like you're a bit queer kind of a mystery man.

Gerrard : A mystery which I propose to explain.



Notes

If I Were You

INTEXT QUESTIONS 12.3

1. Why was the Intruder a hunted rat?
2. What did he plan to do as Vincent Charles Gerrard?
3. Which of the following remarks of Gerrard suggest that the Intruder will not kill him?

   a) "Your idea is to elude the police by killing me taking on my identity?"

   b) "You won't kill me for a very good reason."

   c) "Your clothes will let you down if you're not careful."
4. (i) Who gives away more information about himself, Gerrard or the Intruder?

   (ii) Is it a strength or a weakness?

   (iii) Does it show that he was:

- nervous?
- clever?
- boastful?
- queer?

12.4 SECTION IV

Gerrard was a mystery man. Why did he act in a mysterious way? Was he also a crook like the Intruder? Let's find out what happens to Gerrard and the Intruder.

Intruder : (disregarding him). You phone your orders and sometimes you go away suddenly and come back just as suddenly. Those are just the things I want to do. Hearing about you was one of my luckiest breaks.

Gerrard : Apparently you haven't the intelligence to ask why I am surrounded in this air of mystery.

Intruder : (preparing to shoot). As I said before, this conversation bores me.

Gerrard : Don't be a fool. If you shoot, you'll hang for sure. If not as yourself, then as Vincent Charles Gerrard.

Intruder : What is this?



Gerrard : This is your big surprise. I said you wouldn't kill me and I was right. Why do you think I am here today and gone tomorrow, never see trades-people? You say my habits would suit you. You are a crook. Do you think I am a Sunday-school teacher?

Intruder : You may be a liar.

Gerrard : Listen. The game's up as far as I'm concerned. Things went wrong with me. I said it with bullets and got away. Unfortunately they got one of my men, and found things the fools should have burnt. Tonight I'm expecting trouble. My bag's packed ready to clear off. There it is.

Intruder : It's a bag all right and this is a gun all right. What's all this?

Gerrard : That's a disguise outfit; false moustaches and what-not. Now do you believe me?

Intruder : (musingly) I don't know.

Gerrard : For God's sake clear that muddled head of yours and let's go. Come with me in the car. I can use you. If you find it's a fake, you've got me in the car, and you've still got your gun.

Intruder : Maybe you're right.

Gerrard : Then don't waste time. (goes and pick up hat and bag)

Intruder : Careful, boss, I'm watching you.

Gerrard : I've got a man posted on the main road. He'll ring up if he sees the police, but I don't want to leave it as late as that. (Telephone bell rings). Come on! They're after us. Through here straight to the garage.

Intruder : How do I know that?

Gerrard : Oh, don't be a fool. Look for yourself.

(Gerrard opens door and steps away. Intruder leans forward to inspect it, with his side towards Gerrard, but with his revolver ready. As he turns his head, Gerrard gives him a push into the cupboard, knocking the revolver out of his hand. He slams the door, and locks it, picks up the revolver and goes to the phone, where he stands with the gun pointed at the cupboard door.)

Intruder : (rattles door and shouts) Let me out of here!

Gerrard : Hello, yes, speaking. Sorry I can't let you have the dress in time for rehearsal, I've had a spot of bother – quite amusing. I think, I'll put it in my next play. Listen, can you tell our friend the Sergeant to come up here at once. You'll probably find him in the Public Bar.

If I Were You



Notes

INTEXT QUESTIONS 12.4

1) Gerrard told the Intruder that

   a) he had killed someone and was wanted by the police.

   b) he was a Sunday-school teacher.

   c) he was friendly with the police.

2) i) Describe the disguise outfit.

   ii) Who was it for?

   iii) Why would he use it?

3) i) What does Gerrard do for a living ?

   ii) How do you know?

4) i) Did the telephone bell ring?

   ii) Who did Gerrard say was coming to his cottage?

   iii) Did the Intruder go with Gerrard willingly or unwillingly?

5) i) Where did Gerrard push the Intruder into?

   ii) What happened to the Intruder's revolver?

   iii) Who was cleverer- Gerrard or the Intruder?

OVERALL QUESTIONS

1. i) What is the title of the play?

   ii) If 'I' in the title stands for Gerrard, the title can be completed like this:

   If I were you I would not talk so much.

   iii) Now, suppose 'I' in the title stands for the Intruder. Complete the tile as in (ii)

2. Answer the following in about 50-55 words:

   (i) Why had the Intruder come to Gerrard's house?

   (ii) Could the Intruder carry out his plan. If not, why?

   (iii) What are the two pieces of evidence that make the Intruder believe Gerrard's story?



(iv) Who is the more intelligent of the two: Gerrard or the Intruder? Give reasons for your answer.

(v) Which of the following words describe Gerrard and which the Intruder? Put them in the right column.

boastful, well dressed, clumsy, intelligent, theatrical, witty, uncultured, educated.

VOCABULARY ENRICHMENT

A. One word can have more than one meaning.

Example

i) The president placed a wreath on the **grave** of the unknown soldier. (a place where someone is buried)

ii) With a **grave** look Mr. Birla told his employee, "You must never whistle while working." (serious)

I. Select the correct meaning of the underlined words and write them against the sentence.

1. (a) You have been at the computer all morning; you deserve a **break.**

   (b) I came back to the house to discover that thieves had **broken** in and stolen everything.

2. (a) The **motion** to increase college fees was unanimously rejected.

   (b) The slow **motion** of the bullock cart lulled him to sleep.

3. (a) She was a leading **figure** in the movement against child labour.

   (b) Without looking at the **figures** we cannot say whether the company is running at a loss.

4. (a) The audience burst into **wild** applause.

   (b) Lions that have been living in the **wild** usually do not thrive in zoos.

B. Find out more such words and use them in your daily language use.

GRAMMAR

Read the following conversation. Fill in the blanks using the Simple Past Tense of the verbs given in brackets. Please note that you may have to make interrogatives or negatives.

1. Divya: _____ you ____ (go) any where last week?

   Neel: Yes, I _____ (do). I ___ (go) to Bhopal. I have relatives there, you know.

If I Were You



Notes

Divya: Really? I ____ ___ (know) that, I ____ (think) all your relatives ____ (be) in Delhi.

Neel: No, I have an aunt and uncle in Bhopal.

Divya: ____ you ____ (have) a good time?

Neel: Yes, I ___ (do).

2. Fill in the blanks with the correct form of the verbs in bracket. Use either the Simple Past or Present Perfect Tense.

The policeman _____ (open) the cell door. He _____ (look) inside and ____(find) the cell empty. He ____ (call) for guard.

"Where is the man? Who _____ (see) him last?"

"The prisoner _____ (fall) ill last Sunday. He _____ (eat) since then. The doctor ____ (visit) him on Tuesday, I _____ _____ (not, see) him recently," the guard _____ (reply).

LET'S WRITE

You have just read about Gerrard and the Intruder. It is obvious that the Intruder is without a job and a means of earning his livelihood. Suppose he were to start looking for a job, how do you think he would begin? He would first have to draft an application for a job. Let us now find out how job applications are written.

Look at the following advertisement which appeared in Times of India, 10th Jan'04.

Wanted – A responsible Secretary with pleasing manners for Good Hope Escorts Ltd. Knowledge of computers and fluency in English essential. Apply within 10 days with biodata to P.O. Box 148, New Delhi-110019.

The above advertisement tells us the following:

- Post of secretary vacant in Escort Ltd.
- What the job requirements are
- C.V./Bio-data required
- Where to apply
- Write job application

Let us look once again at the advertisement.

This advertisement clearly tells us the following

Wanted	—	a Secretary
Company name	—	Good Hope Ltd.



Job requirement	—	1. Knowledge of computer and fluency in English
		2. Pleasing manners
Where to apply	—	P.O. Box No. – 148, New Delhi – 19
Time limit	—	Within 10 days
Document to be attached	—	Bio-Data

Sometimes advertisements also contain a format (prescribed proforma) which has to be used for applying for a job. In that case, sending an application for a job is rather easy as all you need to do is fill up the format and mail it to the concerned person or address as the case may be. Here is a sample format.

FORMAT

Post applied for _____

1. Name _____

   (first) (middle) (last)

2. Age _____ _____ _____

   DD MM YY

3. Address _____

   Contact No.:_____

   e-mail : _____

4. Educational Qualifications

   (starting from degree onward)

Exam Passed	Year	Univ/Board	Subjects	Marks (%)

5. Professional Qualifications

Exam Passed	Year	Univ/Board	Subjects	Marks (%)



Notes

If I Were You

6. Previous Experience

_____

_____

Have you distinguished yourself in any co-curricular activities? If so, give details

Curricular/co-curricular	Details

Place:

Date: (Signature)

Sometimes a format is not provided and you want to apply for a job which has been advertised. You wish to apply for the post of secretary, in Good Hope mentioned earlier. How would you write the letter? Here is a sample.

17, Ajmera Road,
Cochin,
Kerala.

17th July' 98

Good Hope Ltd.,
P.O. Box – 148,
New Delhi – 19.

Dear Sir/Madam,

With reference to your advertisement in the Times of 10th January' 04 for the post of secretary, I would like to apply for the same .

I have attached, as required, my complete bio data.

I shall be obliged if I am considered for the post.

Thank you.

Yours sincerely,

Rosy P. V.



Here is a sample of a bio-data

Bio-Data

1. Name — Rosy P. V.
2. Address — 17, Ajmera Road, Kerala
3. Data of Birth — 03.02.1976
4. Marital Status — Single
5. Educational Qualification — B.A.
6. Academic Record

Exam Passed	Year	Univ./Board	Subjects Offered	Marks
School leaving Certificate	1991	Kerala High School Board	Eng, Maths, Science, Eco	50%
Sr. School Certificate	1993	Board of Sr. Sec. Edu. Kerala	Eng. Pol.Sc., Logic	67%
B.A.	1996	Bombay University	English (Major)	59%

7. Other Qualifications

Exam Passed	Year	Name of Institute
Certificate in Typing	1994	Council for Technical Studies
Diploma in Computers	1996	Institute of Computer Studies

8. Work Experience

(a) Name of the organization – Council for Language Studies

Post Held – Receptionist

Status – Part-time

Job Profile – Attending to telephone calls, guests/clients

Pay – Rs. 6000/-

Duration - 6 months



Notes

If I Were You

(b) Name of the organization – Continental Airways

Post held – Jr. Secretary

Status – Confirmed employee

Job Profile – Assistant to the Secretary, typing confidential letters, etc.

Pay – Rs. 6500/-

Duration – till date

Rosy P. V.

(Signature)

DISCUSSION

The bio-data you have just looked at contains the following:

- name
- address
- date of birth
- marital status
- educational qualifications
- professional expertise
- work experience

So, your bio-data should be self explanatory. By simply looking at your bio-data the employers should be convinced that you are the right candidate for the specific job. It should be impressive.

Exercise

Read the following carefully

A leading export-import house is looking for a young and dynamic person with a pleasing personality to co-ordinate business at their new showroom opening shortly at Centre Point, Connaught Place. The selected candidate would be expected to offer customer support services, conduct small scale business. Knowledge of English and computers essential. Attractive salary and perks. Apply within 15 days to P.O. Box – 405, New Delhi – 110011.

Apply for the above job giving all the necessary details.

LET'S TALK

Worksheet

Listen to the conversation on expressing preferences on tape. Then fill in the blanks below:

1) _____ is talking to _____.

2) _____ and _____ were _____.

3) Mrs. Rao said she wanted to eat _____ and _____.

4) Mrs. Singh wanted to have _____, _____ and _____ and _____.

5) Mrs. Singh also said that she preferred _____ instead of _____.

CHECK YOUR ANSWERS

Intext Questions 12.1

1. Yes 2. No

3. Do you live here alone?

4. To make sure that no one would know about Gerrard's murder or death

5. Perhaps the Intruder might shoot him.

Intext Questions 12.2

1. No, Three times 2. Yes, garage

3. (a) That Gerrard has a car

   (b) Never sees trades people

   (c) That his cottage is in a lonely part of England.

4. (a) He says, "I've got brains."

   (b) Boastfully reveals the motive in his plan to kill Gerrard to Gerrard himself.

Intext Questions 12.3

1. He had killed a policeman in town. He had to move from place to place to avoid capture.

2. To live as Gerrard in his cottage after murdering him. Since he looked like Gerrard and would dress and talk like him, no one would catch him.

3. b

4. i) The Intruder ii) Weaknesses iii) Boastful



Notes

Intext Questions 12.4

1. a
2. i) False moustache, long coat, etc.
   ii) An actor, as part of his role.
   iii) For a stage performance
3. i) Writes and directs plays for the theatre.
   ii) He is sorry for the delay in giving the costume for a play. He says this to someone over the phone.
4. i) Yes
   ii) A policeman to catch him.
   iii) Unwillingly – the Intruder was confused and did not know whether Gerrard could be trusted.
5. (i) A cupboard
   (ii) It fell off when Gerrard pushed him into the cupboard. Gerrard got the Intruder's gun.
   (iii) Gerrard.

OVER ALL QUESTIONS

1. (i) If I Were You (ii) If I Were You I would drive the car
2. (i) To live as Gerrard (ii) No - Gerrard
   (iii) Phone call, bag
   (iv) Gerrard. He got the intruder to talk about his plans, quickly got him locked in a cupboard.
   (v) Gerrard - Well dressed, intelleigent, witty, educated. Intruder - boastful, 'clumsy' theatrical, uncultured.

VOCABULARY ENRICHMENT

1. (a) – stop for a brief period (b) – steal into a locked house
2. (a) – proposal or plan (b) – movement
3. (a) – person (b) – accounts
4. (a) – uncontrolled, excited (b) – in natural conditions

GRAMMAR

1. Did, go, did, went, did not, thought, are, Did, have, do
2. Opened; looked; found; called.
   Saw; fell; has not eaten.
   Visited; have not seen; replied.

13

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THE TIGER IN THE TUNNEL

The night is dark and silent. A young boy and his father are alone in a hut in the middle of the jungle. Soon the father leaves his son alone and goes out into the jungle. Where does he go and why?

OBJECTIVES

At the end of this lesson, you will be able to:

- read and understand a story in English;
- use homophones correctly;
- use the to-infinite, gerunds and participles appropriately;
- edit your writing; and
- give and take messages.

13.1 SECTION I

Tembu, the boy, opened his eyes in the dark and wondered if his father was ready to leave the hut on his nightly errand.

There was no moon that night, and the deathly stillness of the surrounding jungle was broken only occasionally by the shrill cry of a cicada. Sometimes from far off came the hollow hammering of a woodpecker, carried along on the faint breeze. Or the grunt of a wild boar could be heard as he dug up a favourite root. But these sounds were rare, and the silence of the forest always returned to swallow them up.



Notes

The Tiger in the Tunnel

Baldeo, the watchman, was awake. He stretched himself slowly unwinding the heavy shawl that covered him. It was close on midnight and the chill air made him shiver. The station, a small shack backed by heavy jungle, was a station in name only; for trains only stopped there, if at all, for a few seconds before entering the deep cutting that led to the tunnel. Most trains merely slowed down before taking the sharp curve before cutting.

Baldeo was responsible for signalling whether or not the tunnel was clear of obstruction, and his manual signal stood before the entrance. At night it was his duty to see that the lamp was burning, and that the overland mail passed through safely. 'Shall I come too, Father?' asked Tembu sleepily, still lying in a huddle in a corner of the hut.

'No, it is cold tonight. Do not get up.'

Tembu, who was twelve, did not always sleep with his father at the station, for he had also to help in the home, where his mother and small sister were usually alone. They lived in a small tribal village on the outskirts of the forest, about three miles from the station. Their small rice fields did not provide them with more than a bare living and Baldeo considered himself lucky to have got the job of Khalasi at this small wayside signal stop.

Still drowsy, Baldeo, groped for his lamp in darkness then fumbled about in search of matches. When he had produced a light he left the hut, closed the door behind him and set off along the permanent way. Tembu had fallen asleep again.

INTEXT QUESTIONS 13.1

I. a. What is the father's name?

b. What is his son's name?

c. How old is the son?

II. a. Where did Baldeo spend the night?

b. What was Baldeo responsible for?

III. a. Where did Baldeo's family live?

b. Why did Baldeo have to take up the job of a Khalasi?

IV. Pick out three phrases which describe the station from the list below.

dark and cold; a small shack; surrounded by rice fields; in the middle of a thick forest; near a tunnel; in a tribal village.



13.2 SECTION II

At midnight, Baldeo goes out of his hut, into the thick forest. The jungle is full of dangerous animals, but Baldeo has a job to do and it is important.

Baldeo wondered whether the lamp on the signal- post was still alight.

Gathering his shawl closer about him, he stumbled on, sometimes along the rails, sometimes along the ballast. He longed to get back to his warm corner in the hut.

The eeriness of the place was increased by the neighbouring hills which overhung the main line threateningly. On entering the cutting with its sheer rock walls towering high above the rails, Baldeo could not help thinking about the wild animals he might encounter. He had heard many tales of the famous tunnel tiger, a man-eater, which was supposed to frequent this spot; he hardly believed these stories for since his arrival at this place a month ago, he had not seen or even heard a tiger.

There had, of course, been panthers, and only a few days ago the villagers had killed one with their spears and axes. Baldeo had occasionally heard the sawing of a panther calling to its mate, but they had not come near the tunnel or shed.

Baldeo walked confidently for being a tribal himself, he was used to the jungle and its ways. Like his fore-fathers he carried a small axe; fragile to look at but deadly when in use.

He prided himself in his skill in wielding it against wild animals. He had killed a young boar with it once and the family had feasted on the flesh for three days. The axehead of pure steel, thin but ringing true like a bell, had been made by his father over a charcoal fire. This axe was part of himself. And wherever he went, be it to the local market seven miles away, or to a tribal dance, the axe was always in his hand. Occasionally an official who had come to the station had offered him good money for the weapon, but Baldeo had no intention of parting with it.

The cutting curved sharply, and in the darkness the black entrance to the tunnel looked up menacingly. The signal-light was out. Baldeo set to work to haul the lamp down by its chain. If the oil had finished, he would have to return to the hut for more. The mail train was due in five minutes.

Once more he fumbled for his matches. Then suddenly he stood still and listened. The frightened cry of a barking deer followed by a crashing sound in the undergrowth, made Baldeo hurry. There was still a little oil in the lamp, and after an instant's hesitation he lit the lamp again and hoisted it into position. Having done this, he walked quickly down the tunnel, swinging his own lamp, so that the shadows leapt up and down the soot-stained walls, and having made sure that the line was clear, he returned to the entrance and sat down to wait for the mail train.



Notes

The Tiger in the Tunnel

The train was late. Sitting huddled up, almost dozing, he soon forgot his surroundings and began to nod.

Back in the hut, the trembling of the ground told of the approach of the train, and a low, distant rumble woke the boy, who sat up rubbing the sleep from his eyes.

'Father, it's time to light the lamp,' he mumbled and then, realizing that his father had been gone some time, he lay down again, but he was wide awake now, waiting for the train to pass, waiting for his father's returning footsteps.

INTEXT QUESTIONS 13.2

1. Name the four wild animals which were to be found in the forest.
2. Was Baldeo afraid? Which sentence in the passage gives you the answer?
3. What weapon did he carry? Who had made it?
4. Did the barking deer call out because:
   a) it saw Baldeo?
   b) it saw a tiger?
   c) it was afraid of the dark?
   d) it was calling to its mate?
5. a) How did Tembu know that the train was coming.
   b) What is he waiting for?

13.3 SECTION III

Baldeo finds himself in a dangerous situation. How does he deal with it?

A low grunt resounded from the top of the cutting. In a second Baldeo was awake, all his senses alert. Only a tiger could emit such a sound

There was no shelter for Baldeo, but he grasped his axe firmly and tensed his body, trying to make out the direction from which the animal was approaching. For some time there was only silence. Even the usual jungle noises seemed to have ceased altogether. Then a thump and the rattle of small stones announced that the tiger had sprung into the cutting.

Baldeo, listening as he had never listened before, wondered if it was making for the tunnel or the opposite direction the direction of the hut, in which Tembu would

be lying unprotected. He did not have to wonder for long. Before a minute had passed he made out the huge body of the tiger trotting steadily towards him. Its eyes shone a brilliant green in the light from the signal lamp. Flight was useless, for in the dark the tiger would be more sure-footed than Baldeo and would soon be upon him from behind. Baldeo stood with his back to the signal –post, motionless staring at the great brute moving rapidly towards him. The tiger, used to the ways of men, for it had been preying on them for years, came on fearlessly, and with a quick run and a snarl struck out with its right paw, expecting to bowl over this puny man who dared stand in the way.

Baldeo, however, was ready. With a marvellously agile leap he avoided the paw and brought his axe down on the animal's shoulder. The tiger gave a roar and attempted to close in. Again Baldeo drove his axe which caught the tiger on the shoulder, almost severing the leg. To make matters worse, the axe remained stuck in the bone, and Baldeo was left without a weapon.

The tiger, roaring with pain, now sprang upon Baldeo, bringing him down and then tearing at his broken body. It was all over in a sharp few minutes. Baldeo was conscious only of a searing pain down his back, and then there was blackness and the night closed in on him forever.

INTEXT QUESTIONS 13.3

1. What made Baldeo's job as a signal man dangerous?
2. Pick out words and phrases from the text that describe the tiger.
3. What was Baldeo more worried about: his own safety or his son's?
4. Why did Baldeo decide to fight the tiger?
5. How did Baldeo die?

13.4 SECTION IV

Baldeo, the bread winner of the family was dead. Who took on his responsibilities and how did he tackle them.

The tiger drew off and sat down licking his wounded leg, roaring every now and then with agony. He did not notice the faint rumble that shook the earth, followed by the distant puffing of an engine steadily climbing. The overland mail was approaching. Through the trees beyond the cutting as the train advanced, the glow of the furnace could be seen, and showers of sparks fell like Divali lights over the forest.



Notes

As the train entered the cutting, the engine whistled once, loud and piercingly. The tiger raised his head, then slowly got to his feet. He found himself trapped like the man. Flight along the cutting was impossible. He entered the tunnel, running as fast as his wounded leg would carry him. And then, with a roar and a shower of sparks, the train entered the yawning tunnel. The noise in the confined space was deafening but, when the train came out into the open, on the other side, silence returned once more to the forest and the tunnel.

At the next station the driver slowed down and stopped his train to water the engine. He got down to stretch his legs and decided to examine the head-lamps. He received the surprise of his life; for, just above the cow-catcher lay the major portion of the tiger, cut in half by the engine.

There was considerable excitement and conjecture at the station, but back at the cutting there was no sound except for the sobs of the boy as he sat beside the body of his father. He sat there a long time, unafraid of the darkness, guarding the body from jackals and hyenas, until the first faint light of dawn brought with it the arrival of the relief-watchman.

Tembu and his sister and mother were plunged in grief for two whole days; but life had to go on, and a living had to be made, and all the responsibility now fell on Tembu. Three nights later, he was at the cutting, lighting the signal-lamp for the overland mail.

He sat down in the darkness to wait for the train, and sang softly to himself. There was noting to be afraid of – his father had killed the tiger, the forest gods were pleased; and besides, he had the axe with him, his father's axe, and he now knew to use it.

INTEXT QUESTIONS 13.4

1. Why did the tiger enter the tunnel?
2. What happened to the tiger?
3. Why was there excitement at the station?
4. What was happening at the cutting?
5. Why did Tembu sit by his father's body?
6. Why did Tembu take up his father's job soon after his death?



OVERALL QUESTIONS

1. Write two incidents to show the quality of responsibility in Baldeo and Tembu.
2. Most wild animals avoid human beings. Why did this tiger come straight to Baldeo.
3. Give three reasons why Tembu was not afraid of anything.

VOCABULARY ENRICHMENT

1. 'Wood' and 'would' are two words which sound the same, but have different meanings, and are spelt differently. Fill in the blanks in the sentences below, with the correct words from the pairs of words given.

e.g. wood, would

This table is made of wood of poor quality.

It is so cold tonight that I would not like to go out.

1. Bore: boar
   a) The film that we went to last night was badly made. It was quite a _____.
   b) A wild _____ is a very dangerous animal
2. herd: heard
   a) A large _____ of spotted deer came out of the forest onto the road last night.
   b) I _____ that the examinations are to be postponed again this year.
3. root: route
   a) Some _____ (s) like that of the tapioca are good to eat.
   b) The _____ to Jaisalmer is long and complicated.
4. weather: whether
   a) The _____ has been cold and damp all month.
   b) Baldeo was responsible for signaling _____ the tunnel was free of obstruction or not.
5. male: mail
   a) The _____ has been delayed due to the strike by postmen.
   b) The _____ birds are always more decorative than the females.



Notes

The Tiger in the Tunnel

6. threw: through

   a) Amar _____ away all the fish curry thinking it had gone bad.

   b) The train to Mumbai goes _____ many tunnels.

7. bare : bear

   a) The black Himalayan _____ is very dangerous.

   b) People have been cutting trees so carelessly that many beautiful forests have become _____ of vegetation.

8. steel : steal

   a) _____ utensils are easy to keep clean.

   b) Ravi knew that there was Rs. 10 in his father's almirah, and he needed some money. But he did not take it because it is wrong to _____.

9. their : there

   a) _____ is no time to go shopping before we leave for the station.

   b) Ravi and Neha are friends. I have forgotten _____ phone numbers.

2. Pick out the odd words from each set of words below:-

Example :

watchman, engine, driver, fireman, boy, cook (boy)

1. tiger, deer, panther, hyena, jackal _____
2. father, brother, neighbour, son, aunt _____
3. bullock cart, train, car, aeroplane, scooter.
4. axe, gun, spear, knife, blade
5. grunt, roar, cry, shout, men
6. hut, house, cave, station, garage
7. see, hear, read, taste, feel
8. leap, run, jump, walk, sleep
9. cow, dog, hen, crow, pig

GRAMMAR: ***Non- Finites***

I. To-Infinitives

Look at the following sentences. Study the underlined words.



a. Tembu wondered if his father was ready to leave the hut

b. At night it was his duty to see the lamp was burning.

The underlined words are called Infinitives. They are formed by writing to + verb –

e.g. 1. He had also to help at home.

2. It's time to light the lamp

i.e. to + help, to + light

Note: 'to' is followed by the first form of the verb i.e. the original form of a verb without any change.

Exercise I

Underline the Infinitives in the following sentences.

1. He agreed to postpone the meeting.
2. It is dangerous to play with a gun.
3. We tried to open the door, but it had jammed.
4. We have to learn more about Infinitives.
5. Bank is a place to deposit money.
6. Children go to play in a park.

Exercise II

Fill in the blanks using the infinitive form of the verb in the box.

post help go sleep accompany report park live sit waste

1. I forgot _____ you letter.
2. He wants _____ to the station.
3. She pretended _____.
4. Would you like _____us?
5. He asked her _____ the progress of the project.
6. Is it safe _____ the car here?
7. _____ without air is impossible.
8. _____ in the sun in winter is pleasant.
9. _____ water is foolish.
10. I shall be glad _____ you.



Notes

The Tiger in the Tunnel

II. Gerunds

Observe the following sentences and see how the underlined words function.

a) Swimming is good for health

b) Sita loves dancing.

Swimming and dancing are used as Nouns although they are derived from verbs. A word which was a verb does the work of a Noun by adding 'ing'. It is used in the same way as a noun. Hence we say – He likes driving.

Writing poems is his hobby.

Exercise I

Underline the gerunds in the following sentences.

1. Anju likes reading novels by Thomas Hardy.
2. Boys like playing cricket.
3. Riding is an interesting hobby.
4. Giving is better than receiving.
5. Singing gives us joy.

Exercise II

Use the gerundial form of the verb in the brackets and fill in the blanks:

1. _____ (bath) is necessary for good health.
2. _____ (see) is _____(believe).
3. We go to school for _____ (study).
4. He dislikes _____ (wear) a green shirt.
5. Baldeo was responsible for _____ (signal).
6. He heard the _____ (hammer) of a woodpecker.
7. He stopped _____ (tremble) when he was that the tiger was dead.
8. The leopard waited at the _____ (cut).
9. _____ (shop) had made her tired.
10. _____ (study) grammar is fun.

III. The Present Participle

You saw/that by adding 'ing,' we can use the verbs as Nouns also. Now look at



the underlined words in the following sentences. The 'ing' words function like adjectives or adverbs. They are present participles.

a) He heard a barking deer.

b) The toy was a dancing girl in a glass case.

Exercise I

Pick out the present participles in the following sentences.

1. The boy sitting in the corner is my friend.
2. He jumped into a moving bus.
3. The frightening cry was followed by a crashing sound in the under growth.
4. They disapproved of playing cards.

Exercise II

Fill in the blanks with the present participle of the words in the box

speak menace excite learn yawn write

1. We got some _____ news last evening.
2. We had a _____ activity in class today.
3. The black entrance to the tunnel looked _____.
4. The train entered the _____ tunnel.
5. She was busy _____ letters.
6. It was a _____ experience for us.

V. The Past Participle

Observe the following sentences

a) They found hidden treasure under the stone.

b) They ate cooked food.

c) They cut a fallen tree.

d) These are burnt sticks.

The past participle (hidden, cooked, fallen) use – ed, en or – t (hide+en, cook+ed, fall+en, burn+t) to express a completed action as an adjective to qualify- treasure, food, tree, sticks.



Notes

The Tiger in the Tunnel

A. Pick out the past participles in the following sentences and underline them.

a. A frightened child ran to his mother.

b. He is a changed man now.

c. Don't use a broken scale.

B. Fill in the blanks with the past participle form of the verbs in the box.

write, complete, paint steal break

a) Submit a _____ report.

b) The police found the _____ goods.

c) Please submit your _____ assignment.

d) Don't play with _____ toys.

e) It is a _____ picture not a photograph.

LET'S WRITE

Editing

Spelling

Compare the sentences given in the boxes below:

I .

The cuting curved sharpli, and in the darknes the black entrence to the tunel looked up menacingly

II

The cutting curved sharply, and in the darkness the black entrance to the tunnel looked up menacingly.

Do you notice that the sentence in box I had a lot of spelling mistakes. But in box II the same sentence has seen corrected and all the spelling are corrected. That is, the sentence have been edited.

a) Now edit the following sentences by correcting the spelling.

It swa about 10 o'clock on Hali day and the gaty had began. The grounds of the twonshipe were filing up with people splashing colurs at each other. Forteen year old Minal Pawar, who lives in one of the ground –floor flats was hanging out the whashed cloths in the courtyard. She planed to join the fun as soon as she finished.



Now you have edited the spelling mistakes . You can also edit the punctuation marks like capital letters, commas, full stops, question marks, use of 'I', like the one give below.

e.g. Box I

'shall i come too father asked tembu sleeply still lying hunddled in a corner of the hut.

Box II

'Shall I come too, Father?' asked Tembu sleepily, still lying huddled in a a corner of the hut.

The sentences in Box I have been edited by putting the punctuation marks. They have been underlined in Box II.

Now edit the following passage by correcting the punctuation.

Exercise I

are you going far asked the doctor i'm going all the way to Detroit said the man a rather thin man with small black eyes filled with tears from the wind.



LET'S TALK

Worksheet

Listen to conversation number on giving and taking messages on tape. Then fill in the blanks below

Ravi wanted to speak to _____. _____ offered to pass on Ravi's message to _____. Ravi said that Ajit should contact _____ regarding a trip to _____. Ravi also said that Suresh will give Abhay all details including how much _____ will be needed for the trip.



CHECK YOUR ANSWERS

Intext Questions 13.1

I. a) Baldeo b) Tembu c) Twelve

II. a) In a railway station/small station/ signal stop



Notes

The Tiger in the Tunnel

b) Signalling whether or not the tunnel was clear of obstruction (to see the signal lamp was burning)

III. a) In a small village three miles from the station.

b) Their rice fields did not provide the family with a living.

IV. A small shack; in the middle of a thick forest; near a tunnel

Intext Questions 13.2

1. tiger, panther, bear, barking deer.
2. No; Baldeo walked confidently, for being a tribal himself he was used to the jungle and its ways.
3. A small axe; his father
4. (b)
5. a) by the trembling of the ground

b) for the train to pass and his father's returning foot steps/his father to return.

Intext Question 13.3

1. He had to face the tiger any time.
2. It was a man eater.
3. Tembu's/his son's
4. He had an axe to kill it; he didn't think the tiger was dangerous.
5. The axe got stuck in the tiger's shoulder so he couldn't fight it.

Intext Question 13.4

1. He was trapped when the train came, flight along the cutting was impossible.
2. It got caught in the cow-catcher of the engine.
3. The driver found a tiger cut in half just above the cow-catcher of the engine
4. There was no sound, the boy sat beside the body of his father.
5. To guard the body from jackals and hyenas.
6. All the responsibility fell on Tembu.

OVERALL QUESTIONS

1. Baldeo – 1) took up his job inspite of the dangers. 2) tried to kill the tiger.

   Tembu – 1) took up his father's job 2) looked after the family in place of his father.



2. It was used to the ways of men and expected to bowl over Baldeo who stood in the way.
3. 1. his father had killed the tiger.
   2. the forest gods were pleased.
   3. he had his father's axe.

VOCABULARY ENRICHMENT

1. (a) bore, (b) boar 2. (a) herd, (b) heard
3. (a) root, (b) route 4. (a) weather, (b) whether
5. (a) mail, (b) male 6. (a) threw, (b) through
7. (a) beer, (b) bare 8. (a) steel, (b) steal
9. (a) there, (b) their

2. (1) deer, (2) neighbour, (3) bullock cart, (4) gun,
   (5) men, (6) cave, (7) read, (8) sleep (9) crow

CHECK YOUR ANSWERS

Grammar

To-Infinitives

Exercise I

1. to postpone 2. to play 3. to open
4. to tearn 5. to deposit 6. to play

Exercise II

1. to post 2. to go 3. to sleep 4. to accompany
5. to report 6. to park 7. to live 8. to sit
9. to waste 10. to help

Gerunds

Exercise I

1. reading 2. playing 3. riding
4. giving, receiving 5. singing



Notes

Exercise II

1. Bating	2. seeing	3. believing	4. studying,
5. wearing	6. signaling	7. hammering	8. trembling
9. cutting	10. shopping	11. studying	

The present Participle

Exercise I

1. sitting	2. moving	3. frightening, crashing
4. playing.		

Exercise II

1. exciting	2. speaking	3. menacing
4. yawning	5. writing	6. learning

The Past Participle

A.	(a) frightened	(b) changed	(c) broken
B.	a) written	b) stolen	c) completed
	d) broken	e) painted.	

CHECK YOUR ANSWER

Let's write

a) It was about 10 o'clock on Holi day and the gaiety had begun. The grounds of the township were filling up with people splashing colours at each other. Fourteen year old Minal Pawar, who lives in one of the ground-floor flats was hanging out the washed clothes in the courtyard. She planned to join the fun as soon as she finished.

Exercise I

"Are you going far?" asked the doctor.

"I'm going all the way to Detroit," said the man, a rather thin man with small black eyes filled with tears from the wind.



14

302en14

THE ROAD NOT TAKEN

You must have had to make choices sometimes. Did you ever feel unsure of your choice? Was it because you didn't know what your choice would lead you to?

The poet in the poem 'The Road Not Taken' is at crossroads. There are two roads and he has to choose one.

Read the poem aloud and enjoy its rhythm .

Then read it silently.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less travelled by,
And that has made all the difference.

- Robert Frost



Notes

INTEXT QUESTIONS 14.1

Q.1 Do you think it was easy for the poet to choose between the two roads?

Now, read the first stanza once again

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

INTEXT QUESTIONS 14.2

Answer the following questions:

1. Why does the poet call the wood 'yellow wood'?
2. Who is the traveller? Why does he feel sorry?
3. Why does the poet look down the road as far as he can see?
4. Choose the correct option to explain the phrase 'bent in the undergrowth'.

The phrase means that …….

(i) there were bushes

(ii) one couldn't see beyond a point

(iii) the road was grassy and full of leaves.

Let's read further.

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same.

INTEXT QUESTIONS 14.3

1. Does the poet take the road that he was looking at in the first stanza?
2. Why does the other road have better claim?



Now, read the next stanza.

And both that morning equally lay
In leaves no step had trodden black,
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

INTEXT QUESTIONS 14.4

1. Pick out the lines which say that both the roads looked similar that morning?
2. 'Way leads on to way' means –
   (i) there are many roads ahead.
   (ii) it is an uphill road.
   (iii) one road joins another road ahead.

We will read the last stanza of the poem, now.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

INTEXT QUESTIONS 14.5

1. In the first stanza, the poet is talking of the present time when he has to choose one of the two roads. What time is he thinking of in the last stanza? Pick out the words in support of your answer.
2. What has made all the difference?
3. What does 'that' refer to?

OVERALL QUESTIONS

1. What do the two roads stand for in the poem?
2. Does the poem relate to some situations in your life when it was not easy for you to take a decision?



Notes

3. You are about to complete school. You now have to decide on a career and accordingly the subjects you have to take in college. How would you take this decision? Here are a few suggestions you might like to consider.

- Subject of your interest
- Your aptitude
- Your financial position
- Responsibilities at home
- Advice of the teacher
- Consulting career counsellor
- Surfing the internet
- Asking friends or seniors

Keeping these points in mind think of a vocation and the subjects you would choose. Justify your choice.



CHECK YOUR ANSWERS

Intext Questions 14.1

1. No

Intext Questions 14.2

1. It was autumn. The leaves were yellow.
2. The poet. He feels sorry because he can't travel both the roads.
3. To know what lies ahead
4. (ii) one couldn't see beyond a point.

Intext Questions 14.3

1. No, he takes the other road.
2. Because it was grassy and wanted wear.

Intext Questions 14.4

1. "Both that morning equally lay in leaves no step had trodden back."
2. (iii) one road joins another road ahead.

Intext Questions 14.5

1. Future. "Somewhere ages and ages hence'.
2. His decision
3. His decision to take the other road.

OVERALL QUESTIONS

1. The two roads stand for the choices we have to make in life.
2. You can think of situations when you were in a state of indecision – when you found it difficult to make a choice.



15

302en15

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages; and
- answer questions on those passages.

15.1 SECTION I

Read the following passage and answer the questions that follow.

An important solid waste which is noteworthy is biomedical waste. This waste includes anatomical waste, syringes, gauze, absorbents, glass, etc. The huge dumps of biomedical wastes disposed of by hospitals and clinics cause serious health problems. It is not uncommon that in some places, these biochemical wastes rot either in front of clinics or in street corners. Rag-pickers, mostly children, pick up these wastes by hand and are vulnerable to attack by the hepatitis virus (jaundice-causing virus) and other dangerous viruses. Ordinances have been promulgated not to dump the waste and for safe transportation in special containers, and subsequent incineration in Australia and other countries.

Why are solid wastes cause for such serious concern? The dumping of solid wastes, spoils the beauty of cities and towns and causes health problems.

The garbage mountains become breeding grounds for disease-carrying vectors such as flies, mosquitoes, rats and cockroaches. Reports indicate that about 8,00,000 flies can be produced in one cubic metre of garbage. The flies, which carry pathogenic organisms, cause diseases such as dysentery, diarrhoea, etc. Rats, which are carriers of insects and other bio-organisms are responsible for



Notes

causing plague as was recently witnessed in Surat in 1994. It is reported that about 25 human diseases are associated with the solid wastes. Accumulation of litter refuse and junk poses fire hazards and may lead to accidents too.

The accumulation of solid waste is a mounting problem with no easy solution in sight. Unlike other types of pollution, preventive measures cannot be adopted in this case. Several solutions to the disposal problem have been proposed. The present mode of management is to collect the refuse from various parts of the city, transport it to a remote place, where it is incinerated or composted or simply dumped again. The most easy solution is to recycle or reuse the waste. This solves the disposal of wastes and also yields revenue besides compensating for the expenditure incurred on its collection and transportation.

INTEXT QUESTIONS 15.1

1. Tick True (T) or False (F) against the following statements

   a) Nearly 25 human diseases are caused by accumulating garbage.

   b) Preventive steps can be taken to reduce accumulating garbage.

   c) Recycling and reusing of garbage can bring revenue.

   d) Flies are carriers of bio-organisms which cause plague.

2. Fill in the blanks in the following sentences using the information given in the passage:

   a) Heaps of garbage can cause the breeding of _____.

   b) One cubic metre of garbage can have _____flies.

   c) Diseases like _____ are caused by pathogenic organisms.

   d) Fire hazard leading to accidents can be due to _____.

3. a) What does bio-medical waste consist of?

   b) Who is more likely to be affected by the bio-medical waste?

   c) A suitable title for the passage can be:

      1) Garbage

      2) Garbage mountains-a nuisance.

      3) Protection from medical waste.

      4) Pathogenic organisms.



4. There is a serious concern about solid wastes because: (Tick all the correct answers)

   a) They cause a lot of expenditure.

   b) They spoil the beauty of the city.

   c) They are a threat to health.

   d) They bring revenue.

15.2 SECTION II

Read the following views on the television and answer the questions that follow:

Television Doing More Harm than Good

No one remembers what life was like before the T.V. came. Today people do not read books, they do not visit friends, they don't listen to music or have hobbies. Everyone rushes home and quickly eats his meals to be ready for the T.V. programmes. The children are the worst sufferers. They forget their food, leave their homework undone, and even miss their sleep. They watch violence on the screen and are deeply affected by it. T.V. makes us lazy and cuts us off from the world of reality. We become idiots and lose our ability to think. I strongly recommend that the T.V. should be banned in India.

Television Is Doing More Good than Harm

T.V. is one of the wonders of the modern world. It is not an idiot box. It is a magic carpet. It takes us to all corners of the world. Many interesting educational films are telecast. It unites the people of the world. How many of you can travel to Paris or New York or London every day? Of course some programmes are bad. But nobody forces you to watch them. Why don't you switch off your T.V. sets? I request you to watch the good programmes and educate yourselves. Everyone must have a T.V. It brings the whole world together.

INTEXT QUESTIONS 15.2

1. Write True or False.

   a) Today people do not read books because they like to watch Television more.

   b) People visit friends to watch Television.



Notes

c) The worst sufferers are children.

d) We can see many parts of the world while sitting at home.

2. Fill in the blanks with appropriate words from the passage.

a) T.V. can make us _____and take us away from reality.

b) _____ are the worst sufferers.

c) T.V. is called an idiot box because it takes away our _____ to _____.

d) _____ brings the world together



CHECK YOUR ANSWERS

Intext Questions 15.1

1. a -True, b-False, c-True, d-False.

2. a ____ disease carrying vectors.

   b ____ 8,00,000

   c ____ dysentery, diarrhoea

   d ____ accumulation of litter, refuse and junk.

3. a) anatomical waste, syringes, gauze, absorbents, glass.

   b) Rag pickers.

   c) Garbage mountains –a nuisance.

   d) b, c

Intext Questions 15.2

1. a) True b) False c) True d) True.

2. a) lazy b) children c) ability, think d) T.V.

16

302en16

I MUST KNOW THE TRUTH

A dance by Aradhana is the inaugural item of the annual dance show of a music school. Aradhana is a good dancer and she should be happy and excited. But she is upset. Let's find out the reason.

OBJECTIVES

At the end of this lesson, you will be able to

- read and understand a story in English;
- use relative clauses;
- use phrasal verbs;
- express your preferences in speech; and
- edit your own writing.

16.1 SECTION I

Shortly before the annual dance show of the Kamala Devi School of Dance and Music commenced, I slipped backstage once more and hugged her. "See what you've done," wailed my sister. "You've crushed the flowers in my hair." She patted her hair back into place and arranged the pleats of her Bharatnatyam dress.

"Oh! You look great," I told her. "In fact you look very beautiful." My sister did not believe me. She turned towards the mirror and stared at herself. Our eyes met.

"You are beautiful," whispered my sister, "even without the flowers, ornaments and all this," and she brushed down her silken dress. "You are so……".



Notes

I Must Know the Truth

I know what she was going to say— "Fair, Fair." I felt anger rise inside me. Fair! As if that was all that mattered, mattered most, more than a good figure, a chiselled face, more than the beauty that lies within. I knew I wasn't as beautiful as she was, with her fine, regular features, and I wasn't even half as talented as her. How did it matter if she was darker than me?

"Look," I said, "You are great and beautiful; you'll prove it today."

Aradhana smiled and said, "You better leave now Simmi, keep fingers crossed."

As I turned to leave I saw Dadima and Aunt Pramela making their way through the crowd of excited girls.

"Aunt Pramela", my sister rolled up her eyes in mock horror, "If it isn't a bad omen!" "Come on, Aradhana," I chuckled, "Don't be mean. Smile, smile Bharatnatyam style. That shouldn't be difficult for you."

My grandmother who suffered from rheumatism waddled towards my sister. My mother appeared from behind her and said in her ambassador voice, "Look who are here to wish you, Aradhana." She gave sister one of her best smiles. My mother looks ten years younger when she smiles. She adjusted Aradhana's blouse and patted her on the shoulders, "Grandfather has come too. He's sitting in the front row. And so has your Father, —— ah, how forgetful of me." She held my sister at arm's length and said gently. "We are are so proud of you Aradhana, my dear, that you have been selected to inaugurate the Annual Show of your school. Father and I have something very special for you on this important event. We wanted to give it to you on your eighteenth birthday next month, but we thought today was a more appropriate occasion. We want you to wear it today." She turned to me and said, "Run Simmi, get it from father!"

"What mummy?" I asked, puzzled. "What have you brought for Aradhana?"

"Never mind," my mother sighed, "I'll get it myself. You help grandmother and aunt Pramela back to their seats."

"Move back," protested Grandma, "I haven't even had time to look at Aradhana properly. I haven't exchanged a single word with her. Let me look at you child." She regarded my sister tenderly, "You look wonderful. And what a good figure you have. Don't neglect it, dear, like I did."

"No," Aradhana smiled politely.

"You are a real young lady, that's what you are. Soon we'll have to start looking for a suitable match for you."

I Must Know the Truth



Notes

"Dadima please," Aradhana threw an embarrassed glance around her.

"Time is flying," sighed Grandma and turning to aunt Pramela she asked, "isn't it, Pramela?" "It certainly is," my aunt nodded. "It seems it was just yesterday when Sunita brought her home. How skinny she was, skinny and dark."

I gasped and stared aghast at Aunt Pramela. How on earth could she say such hurting words in front of Aradhana? Didn't she know how touchy she was about dark complexion? And why did she have to hang on it today of all days?

"Hush, Pramela," my grandmother's voice had an edge now. "Do keep quiet." Then seizing aunt Pramela's elbow she pulled her away, whispering fiercely all the time.

I looked at Aradhana. The bruised look in her eyes hurt me immensely. I groped for her hand and squeezed it. "Forget her she's mad and mean and miserable." My sister gave a small laugh which sounded more like a cry.

INTEXT QUESTIONS 16.1

1. Who hugged the dancer? (Put a tick mark against the correct answer).
   - i) her mother
   - ii) her aunt
   - iii) her friend
   - iv) her younger sister
2. a) Which of these qualities is not important in a dancer?
   - i) a good figure
   - ii) fine features
   - iii) a fair complexion
   - iv) a talent for dancing

   b) Why did Aradhana think she was not beautiful? Do you agree with her?
3. a) Who were the people who came to wish Aradhana?

   b) Who was she not particularly keen to meet? Pick out words from the text in support of your answer.
4. a) Why were Aradhana's family members proud of her?



Notes

I Must Know the Truth

b) Why did Aradhana's mother leave the stage?

5. "She is mean, mad and miserable"?

   i) Who was Simmi referring to?

   ii) What was the 'mean' thing she had said?

   iii) Do you agree with Sunita?

16.2 SECTION II

Aradhana is shocked and shattered. She asks her grandmother to tell her the truth. What is it that Aradhana wants to know? Why does her grandmother not tell the truth? Who does she send for?

I tried to pull her away from the mirror, away from grandma and Aunt Pramela, whose voice rose aggressively, "Of course she needs to know."

"Come, Aradhana, ignore her."

"I've told Sunita time and again," My aunt's voice was low, but not low enough for us not to catch each and every syllable she uttered. "I told her the other day too. An adopted child must know the truth. She has to tell Aradhana sooner or later. She must know."

Adopted child! Aradhana an adopted child? I stared at her. Our eyes locked. I held out a hand that didn't quite reach Aradhana. Like Aunt Pramela's poisoned words, my arm hung suspended in mid-air. I feel a sickening wave pull me off the ground from somewhere, from a cloud of mist and fog, my grandmother's voice reached me.

"Let Sunita tell her, it doesn't have to be you. And now not another word, Pramela, I forbid you to utter another word."

"It's too late now," I wanted to scream. "Too late! Look what you've done". But I couldn't struggle out of the fog that enveloped me, imprisoned me.

"Aradhana."

She didn't hear me. She stood in frozen despair, screaming a great silent scream, full of pain.

"Aradhana, Aradhana," I shook her by the shoulders. "Dadi, Dadima" I cried helplessly. "Come quickly."

I Must Know the Truth



Notes

Grandmother came, wobbling on heavy feet. "What's the matter?" She asked. "What's the matter," she repeated, alarmed. "Aradhana for heavens sake. Speak up. Speak up."

But the silent scream continued although her lips were closed. My grandmother flapped around her. Aunt Pramela did too. Mrs. Kothari, the Principal and the students of the Dance School wanted to know what was wrong.

With a hopeless cry. I flung my arms around Aradhana's neck and wept. "It's not true, Aradhana. It is not true." I sobbed

Aradhana freed herself from my embrace. She stared at Aunt Pramela and she asked Dadima. "Is it true, is it?"

"Is what true, child?" my grandmother faltered, her eyes full of misery. "Is what true?"

"What," Aunt Pramela said, "I want to hear the truth."

"I must know the truth," she screamed, "I must."

"All right , all right." My grandmother trembled. "Shhh, shhh, child don't get so upset. Don't."

"The truth, Grandmother."

"All right, all right," turning to me she whispered urgently, "Get your mother child, get her. Quickly."

I shouldered my way through the crowd of silent onlookers. When I reached the door, I heard my sister's voice, torn with grief, "Leave me alone. Leave me alone all of you. Oh, why don't you leave me alone?"

INTEXT QUESTIONS 16.2

1. What words of Aunt Pramela's hurt Aradhana the most? (Put a tick mark against the correct answer)

   i) that she as a baby was skinny and dark

   ii) that Aradhana was an adopted child

   iii) that Sunita, her sister, had made a mistake

   iv) that Sunita should have told Aradhana the truth.



Notes

I Must Know the Truth

2. Who according to Aradhana's grandmother should tell her truth?
3. How did Aradhana learn the truth?
4. Did it shatter her completely?
5. Why did grandmother ask Simmi to fetch her mother?

16.3 SECTION III

What makes a mother love her child? Does she love her child because she gives birth to it or because she cares for it – that is, shares the child's joys and sorrows over the years? What does Aradhana's mother believe?

Within seconds I returned with my mother to the make up room. But Aradhana was not there. "Where is she?" asked my mother. "What happened?"

Aunt Pramela's eyes were hard. "She left through this door, Sunita. And it's your fault. You should have told that child earlier…." "Pramela," said my mother in a voice that made my flesh creep, "What don't you mind your own business? For heaven's sake, how could you tell her now!"

Pulling me along she shot past Aunt Pramela through the door and down into the backyard. And there we stood on the pebbled ground, scanning the empty yard helplessly.

"Aradhana," called my mother softly.

There was no answer.

"Aradhana," she cried beseechingly, "do you hear me?" "Aradhana darling, answer me," this time more desperately.

The soft wind carried her voice away but brought no response.

"Search for her at the back," my mother turned, "I'll check the car park."

I turned and started walking in a daze, when suddenly I heard a muffled cry followed by another cry, fierce, full of hate. I knew then that my mother had found her.

They stood under a peepal tree, facing each other My sister, tall, broad shouldered, was looking down at my mother. Aradhana pulled out the flowers from her hair. She cried, "You deceived me, you and Papa. All of you. I hate you. I hate all of you, everybody, everything."

I ran towards her. "No Aradhana," I pleaded, "Don't say that, please don't say that."

I Must Know the Truth



Notes

She didn't see me nor did she hear me. Her shoulders trembled as she turned away from both Mother and me.

"Aradhana," my mother said quietly, "we love you, my child, and believe me we will always love you. You are our child. For almost eighteen years I have cared for you. I have laughed with you and I have cried for you. I have given you eighteen years of my life. Don't you think that counts more than being carried nine months inside my womb? Tell me, dear."

There was no answer.

"Aradhana," entreated my mother softly, "answer me. I don't know, I don't know," sobbed my sister. She buried her face in her hands and all I could hear was the smothered echo or her baffled cry, "I don't know."

"But I know," said my mother quietly, "and Papa and Simmi know." I nodded vigorously.

"Look, darling, look at this necklace. Papa and I bought it for you. We want you to wear it today. This is just one way of telling you how much we love you, how much we care."

My sister turned and fixed her gaze on the small box in my mother's extended hand. She didn't move. My mother took out the delicate necklace from the box and pressed it into sister's hand. "Don't you feel my love for you, Aradhana? Can't you feel it?"

My sister whimpered pitifully.

"Ask yourself," said my mother, "and if you are the daughter I know, the daughter I love, you will come back into the hall and get on to that stage and dance. "Because," she asserted firmly, "nothing has changed today, nothing at all." Mother held her for a minute and then turned and left.

"Mummy," I cried, "you can't leave her alone. Help her please."

Mother didn't look at me as she answered in a dead voice, "I can't help her more than I have Simmi. Nobody can. She has to herself see the truth. And the sooner she does it, the better it is." She fell silent. But from the way she held up her head, I knew she was crying!

INTEXT QUESTIONS 16.3

1. a) For how many years had Aradhana beeen with her adopted parents?

   b) Had they shared her joys and sorrows?

   c) How does Aradhana's mother express this? Pick out the words from the text.



Notes

I Must Know the Truth

2. What gift had Aradhana's parents got for her? Why did Aradhana's mother give it to her on the day of the school's Annual function?
3. Why was Aradhana heart-broken?
4. "Nothing has changed today, nothing at all,"

a) Who says this?

b) What had not changed?

5. What does Aradhana's mother ask her to do to prove her love for her parents?

16.4 SECTION IV

The audience is waiting for Aradhana to dance — but there is no Aradhana on the stage. Where is she? Is she hiding? Is she sad, hurt or angry? Does she dance?

"Did she like the necklace?" asked my father as we slipped back into our seats. My mother nodded. The light dimmed and the announcer asked Shrimati Kamla Devi to address the audience. And then, it was time for Aradhana. My father pressed my hand and smiled at me. I did not look up. "What's wrong?" he suddenly asked me. "Is something the matter?"

"Nothing," I managed to say, "nothing."

I stared at the empty stage. To the left a tabla player idly tapped his instrument.

"Ladies and gentlemen," said the voice over the loud-speaker. "Our first dance is the Pushpanjali by Aradhana Narain. Aradhana Narain, please."

The "please" didn't sound very pleasant.

The stage remained empty.

A restless murmur ran through the audience. "Sunita, what is the matter?" My father tried to catch my mother's eye.

My mother shook her head. Her shoulders drooped. The seat seemed to swallow her. For the third time the announcer's voice rang out, impatient and almost threatening. "Aradhana Narain. Aradhana Narain."

Silence.

A silence that weighed down on me with suffocating force.

Just then, the distant sound of ghungrus, the sound of a rhythmical tap, tap, tap.

A weak applause rose from the audience. The sound of ghungrus grew louder.

Tap, tap, tap. A tall, slim figure appeared, in a turquoise dress falling in neat folds. My sister! Aradhana! Her hair drawn back in a neat plait. The kajal around her large almond-shaped eyes formed a neat line. She folded her hands over her breast, almost touching the small gold pendant of her delicate necklace. Her face was tense and pale but slowly she relaxed as she fell into a fast combination of different mudras, her slender fingers forming beautiful patterns and designs.

She danced, not for her teacher, not for the audience. She danced for one person only, who followed every single movement of hers with bright, burning eyes; our mother.

INTEXT QUESTIONS 16.4

1. Why do you think, Aradhana was late in coming to the stage?
2. Did she wear the necklace her parents had given her? If so, why do you think she did so?
3. 'She danced for one person only.' Who was this person? Why did she dance only for her?

OVERALL QUESTIONS

1. Who is the 'I' in the title?
2. What is the truth Aradhana wanted to find out?
3. What did she actually discover?
4. How would you have reacted if you had been in Aradhana's place? Write briefly.
5. Pick out the words from the box which best describe the people mentioned in Column A

A	B
Aradhana	a caring person
Her sister	wise and loving
Their mother	mean and cruel
Their grandmother	devoted parent
Aunt Pramela	an excellent dancer



Notes

I Must Know the Truth

VOCABULARY ENRICHMENT

1. There are many words in English which convey the same meaning. Given below are some phrasal verbs. Use them in place of the underlined words.

Phrasal verbs: looked through, looked into, looked after, looked at, looked for

i) The dancer glanced at her Grandmother and smiled

ii) Sunita searched for her daughter in the car park but could not find her.

iii) The grandmother took care of the children while their mother was away.

iv) Last month a committee examined the problem of pollution in our city and made some recommendations.

v) She read through her notes before the examination.

A suggestion: Use more phrasal verbs in your speech and writing.

2. Fill in the blanks by using the opposite (antonym) of the words underlined in each sentence.

Example: The hall was _____ but the stage was empty.

The hall was full but the stage was empty.

i) The dancer was tall and slim but her grandmother was short and _____.

ii) Words can _____ but words can also soothe.

iii) The candidates forgot to bring their pens but they _____ to bring their identity cards.

iv) The cricketers came to the field early but their umpire was _____ .

v) There was nothing in the house: _____ had been taken away by the thieves.

GRAMMAR

Relative Clauses

Let us study the patterns and function of Relative Clauses. Read these sentences:

(i) She danced for one person only who followed every single movement of hers. My Grandmother, who suffered from rheumatism, waddled towards us.

(ii) My sister gave a small laugh, which sounded more like a sob. I couldn't struggle out of the fog that enveloped me.

I Must Know the Truth



Notes

The pattern of relative clauses

In the sentences given above parts which begin with linkers like who, which/that are called relative clauses as they are related to their antecedent in the main clauses. In the first two sentences who refers back to 'person' and 'grandmother'. (These two words are the antecedents). In the second set which and that refer back to 'laugh' and 'fog' respectively.

The function of relative clauses

They provide information which makes the meaning clear and precise. In the first sentence, for example '*She danced for one person only who followed every single movement of hers',* the relative clause 'who……..movement' provides a wealth of information about the 'person'. Similarly in the third sentence, *my sister gave a small laugh which sounded more like a* sob the relative clause *'which ….. sob'* further clarifies the meaning of 'laugh' vividly.

The linker who is used for people while that/which is used for things.

They introduce economy and clarity in speech and writing. For example.

'I couldn't struggle out of the fog. The fog enveloped me' — these two sentences are grammatically correct but sound clumsy. Relative clauses join sentences together and the result is a neat, concise statement.

I couldn't struggle out of the fog that enveloped me.

Sometimes the use of who/which/that as linkers becomes optional, e.g. when the linkers are the object of the clause.

'This is dress that/which Aradhana wore at the concert'. Or 'This is the dress Aradhana wore at the concert.'

ACTIVITIES

Now we know a lot about relative clauses. Let's use them in sentences.

I. Complete these sentences using who, which/that wherever necessary.

1. English is a language _____ is spoken all over the world.
2. Aradhana's parents gave her the gold chain _____ she wore at the dance performance.
3. Rice is a cereal _____ is grown in tropical countries.
4. I like young people _____ read a lot.



Notes

I Must Know the Truth

5. Have you tasted the sweets _____ I made yesterday?
6. The bridge _____ was built last year has developed cracks.

II. Join the following sentences using relative clause. Make changes where necessary.

Example: I bought a scooter last weak. Have you seen it?

Have you seen the scooter which I bought last week?

1. I know a man. He can speak fourteen languages.
2. You lent me a transistor. I have cleaned it.
3. Those are the engineers. They repaired the bridge near Varanasi.
4. I was waiting for an electrician. He did not turn up.
5. Was it your mother? She started a dispensary in this village.

III. Complete this passage by selecting suitable clauses given in the box below:

Sir Jagdish Chandra Bose was a great scientist _____. The other scientists _____ laughed at him. Then he designed and built an instrument _____. This instrument also showed _____. "Your instrument is a wonderful thing," said the scientists_____.

"What is it called?" they asked. "A crescograph," replied Sir Jagdish Chandra Bose.

With this invention Sir Jagdish Chandra Bose made a name for himself and his country in the scientific world.

- who attended the Paris Congress of Science in 1900.
- that plants have hearts and are capable of feeling.
- who believed that plants could become tired, depressed or happy.
- which recorded the growth of plants.
- who heard him.

REFERENCE TASK

Consult the dictionary and find out

(i) the meaning of the following phrasal verbs.

(ii) Use them in the sentences given below.

fall back on, make out, to keep up with, look after, put off

1. I could not _____ what he was trying to say.
2. The couple is always trying _____ their neighbour's status.



3. He was _____ by his boss's rudeness.
4. If one has some savings, one can _____ them in times of need.
5. Children are expected to _____ their parents in their old age.

LET'S WRITE

The earlier unit on editing your own writing familiarized you with what it means to edit your own writing. You have also learnt why editing is important. Now you will learn how to edit your own writing. Let us look at some examples which clarify what needs to be done during the editing process.

In the exercise given below only one type of error can be noticed, that is mistakes of subject-verb agreement. See if you can find the slips and correct them. There are four of them.

Example 1

> My father giving me some money yesterday. He always gave some money whenever he is in a happy mood; but the trouble are, his happy mood does not last very long. I is waiting for his next happy mood now.

The words you should use should be gave, gives, is, am, in that order instead of giving, gave, are and is.

Example 2

A common problem of writing, especially of narrative writing, relates to the sequence of sentences. One aspect of editing is to put the sentences in their proper order. The example given below concerns the error of sequencing.

Once a magician came to a small city to perform his magic show. The magician offered to turn a copper coin into a gold one. Because he was a master of his art, people came from far and wide to see him perform. The farmer examined the coin and put it in his pocket. He bought himself a front-row ticket to be able to see everything the magician did from as close as possible. The farmer sitting in the front row eagerly gave him a copper coin. Taken aback the magician asked the farmer to return the coin so that he could show some more tricks with it. The magician turned the coin into a gold one and gave it to the farmer to look at. A farmer, who had heard a lot about the magician, also came from a neighbouring village. The farmer refused saying he could not risk it being turned back to copper and coolly walked out of the hall.

The above narration does not make much sense because of the wrong order of sentences much sense. Now let us see what the narrative would look like with the sentences in their proper sequence.



Notes

I Must Know the Truth

One a magician came to a small city to perform his magic show. Because he was a master of his art people came from far and wide to see him perform. A farmer, who had heard a lot about the magician, also came from a neighbouring village. He bought himself a front-row ticket to see everything the magician did from as close as possible. The magician offered to turn a copper coin into a gold one. The farmer, sitting in the front row, eagerly gave him a copper coin. The magician turned the coin into a gold one and gave it to the farmer to look at. The farmer examined the coin and put it in his pocket. Taken aback, the magician asked the farmer to return the coin so that he could show some more tricks with it. The farmer refused saying he could not risk it being turned back to copper and coolly walked out of the hall.

Let us look at another example.

Example 3

Dear madam,

This is with referent out son Dinesh. He is in class 10 and is having some difficulty in studying Phystics or even follow practical. We had to go to our home town he missed some classes and we could not even attend the parent teacher meeting. Can you help him to get the notes and find a tutor to give him extra help/Please consider this as urgent.

Yours sincerely

M M Mathus

Here is the corrected version of the letter. Notice how changes have been made in the organization and flow of ideas and in specific details like spelling and punctuation.

To
The Principal,
A.V.J. School,
M.G. Road,
Bhopal.

12.02.2006

Dear Madam,

This is with reference to my son Dinesh, a student of Class X-B in your school. He has some difficulty in studying Physics and in doing the Practicals. We had to go to our home town for a fortnight and he missed his classes during that period. My wife and I were also not able to attend the parent-teacher meeting and therefore



could not meet the Physics teacher. Could you please request the Physics teacher to give Dinesh some extra guidance? Looking forward to a favourable consideration of my request.

With regards

Yours sincerely

M.M. Mathur

M.M. Mathur
4-16-90, Vivek Nagar (South)
Bhopal

INTEXT QUESTIONS 16.5

The following passage on bees and their ways of identifying their location contains some errors. Find those errors and edit this passage.

What guide the wasp or the bee when it flies home? When young bees fly out for first time, it makes short flights. The bees fly a yard or two, circle around, and then fly one. At last they know all the landmarks around the hive. Each flight is longer then the one before. These flights are not to test their wings but to get to know the country. They find their way home because they have flew over the country and seen it. They know their geography.

LET'S TALK

Worksheet

Listen to a conversation on expressing preferences on tape and then fill in the blanks below:

1. _____ is talking to _____.
2. _____ and _____ were shopping.
3. Mrs Rao said she wanted to eat _____ and _____.
4. Mrs Singh wanted to have _____, _____ and _____and _____.
5. Mrs Singh also said that she preferred _____ instead of _____.



Notes

I Must Know the Truth

CHECK YOUR ANSWERS

Intext Question 16.1

1. (iv)
2. (a) (iii)

   (b) She was not fair
3. (a) Grandfather, father

   (b) Aunt Pramela. "My sister rolled up her eyes in mock horror."
4. (a) She had been selected to inaugurate the annual show of her school.

   (b) To fetch Aradhana's gift.
5. (i) Aunt Pramela

   (ii) Aradhana was 'skinny and dark.'

Intext Question 16.2

1. (iv)
2. Mother
3. Aunt Pramela let out the secret
4. Yes
5. So that Aradhana might be told the truth.

Intext Question 16.3

1 (a) 18 years

(b) Yes

(c) "For almost 18 years I have cared for you. I have laughed with you and I have cried for you. I have given you 18 years of my life. Don't you think that counts more than being carried 9 months inside my womb."

2. A necklace. As a token of how much they cared and loved her.
3. She was told that she was an adopted child.
4. (a) Aradhana's mother

   (b) Her relationship with Aradhana
5. To go on to stage and dance.



Intext Question 16.4

1. She took time in deciding the 'truth' for herself.
2. Yes. She finally knew what the truth was.
3. Her mother, because she loved her.

OVERALL QUESTIONS

1. Aradhana
2. She wanted to know whether she was an adopted child.
3. She discovered that inspite of being an adopted child she was loved and cared for.

VOCABULARY ENRICHMENT

(I) 1. looked at. 2. looked for

3. looked after 4. looked into

5. looked through

(II) 1. fat 2. hurt

3. remembered 4. late

5. everything

GRAMMAR

Activities

I. 1. which 2. which 3. which 4. who 5. that 6. which

II. Sir Jagdish Chandra Bose was the great scientist who believed that plants could become tired, depressed or happy. The other scientists who heard him laughed at him. Then he designed and built an instrument which recorded the growth of plants. This instrument also showed that plants have hearts and are capable of feeling.

'Your instrument is a wonderful thing,' said the scientists who attended the Paris Congress of Science in 1900.

REFERENCE TASK

1. make out



Notes

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2. to keep up with
3. put off
4. fall back on
5. look after

LET'S WRITE

What guides the wasp or the bee when it flies home? When young bees fly out for the first time, they make short flights. These flights are not to test their wings but to get to know the country. The bees fly a yard or two, circle around and then fly on. Each flight is longer than the one before. At last they know all the landmarks around the hive. They find their way home because they have flown over the country and seen it. They know its geography.



17

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INDIA-HER PAST AND FUTURE

Do thoughts about India fill Nehru's mind? Read the speech to find out his thoughts about India's past, present and future.

OBJECTIVES

At the end of this lesson, you will be able to:

- read and understand a Speech in English;
- use antonyms;
- use the correct form of verbs;
- write summaries; and
- give directions..

17.1 SECTION I

To endeavour to understand and describe the India of today would be the task of a brave man. To describe tomorrow's India would verge on rashness. What is India? That is a question which has come back again and again to my mind. The early beginnings of our history filled me with wonder. It was the past of a virile and vigorous race with a questioning spirit and an urge for free inquiry, and even in its earliest known period giving evidence of a mature and tolerant civilization. Accepting life and its joys and burdens, it was ever searching for the ultimate and the universal.



Notes

Gradually deterioration set in. Thought lost its freshness and became stale and the vitality and exuberance of youth gave place to crabbed age. Instead of spirit of adventure there came lifeless routine and the broad and exciting vision of the world was cabined and confined and lost in caste divisions, narrow social customs and ceremonials. Even so, India was vital enough to absorb the mass of people that flowed into her mighty ocean of humanity and she never quite forgot the thoughts that had stirred in the days of her youthful vigour.

Subsequently, India was powerfully influenced by the coming of Islam and Muslim invasions. Western colonial powers followed, bringing a new type of domination and a new colonialism and, at the same time, the impact of fresh ideas and the industrial civilization that was growing up in Europe. This period culminated after a long struggle, in independence and now we face the future with all this burden of the past upon us and the confused dreams and stirrings of the future that we seek to build.

INTEXT QUESTIONS 17.1

1. Read the section to answer the question briefly:

a) What aspects of ancient India fill Nehru with pride and wonder? List four such aspects.

b) Did the situation in India change for the better or worse? Give three reasons to support your answer.

c) What saved India from complete deterioration? Give two reasons.

d) What negative effect have Western invasion had on our country? Did it have any positive effect too? If so, what?

17.2 SECTION II

Today, we are confused. Should we follow the lead given by the West and forget our past? Or, should we try to revive the past glory of India? Gandhi showed us the right path, says Nehru.

In the tumult and confusion of our time, we stand facing both ways, forward to the future and backwards to the past, being pulled in both directions. How can we resolve this conflict and evolve a structure for living which fulfils our material needs and at the same time, sustains our mind and spirit? What new ideals or old ideals, varied and adapted to the new world, can we place before our people, and how can we galvanize the people into wakefulness and action?



Change is essential but continuity is also necessary. The future has to be built on the foundations laid in the past and in the present. To deny the past and break with it completely is to uproot ourselves and sapless, dry up. It was the virtue of Gandhiji to keep his feet firmly planted in the rich traditions of our race and our soil and, at the same time, to function on the revolutionary plane. Above all, he laid stress on truth and peaceful means. Thus he built on old foundations, and at the same time, oriented the structure towards the future.

Living is a continual adjustment to changing conditions. The rapidity of technological change in the last half-century has made the necessity of social change greater than ever, and there is a continual maladjustment. The advance of science and technology makes it definitely possible to solve most of the economic problems of the world and, in particular, to provide the primary necessities of life to everyone all over the world. The methods adopted will have to depend upon the background and cultural development of a country or a community.

INTEXT QUESTIONS 17.2

1. Say whether the following statements are True or False:

   a) Nehru is making this speech in a period of stability many years after India won her independence.

   b) There is confusion and worry in Nehru's mind about the best way forward.

   c) Nehru is against change.

   d) Nehru is a man of science and has faith in the powers of technology.

   e) Nehru does not want a complete break with the rich traditions of the past.

2. Answer the following questions briefly

   a) As the Prime Minister of the country, what are the major tasks that Nehru faces?

   b) What makes Nehru's task difficult?

   c) What model of change does Gandhiji provide? What are its advantages?

   d) Is Nehru for continuity and/or change? Pick out words and phrases from the text in support of your answer.

   e) What role does Nehru give to science and technology?



Notes

17.3 SECTION III

Nehru is both pleased and disappointed with modern India. What pleases him and what are his fears? Let us find out.

India today presents a very mixed picture of hope and anguish of remarkable advances and at the same time of inertia; of a new spirit and also the dead hand of the past and of privileges; of an overall and growing unity and many disruptive tendencies. Withal there is a great vitality and ferment in people's minds and activities.

It is a remarkable thing that a country and a people rooted in this remote past, who have shown so much resistance to change in the past, should now be marching forward rapidly and with resolute steps.

What will emerge from the labour and the tumults of the present generation? I cannot say what tomorrow's India will be like, I can only express my hope and wishes. I want India to advance on the material plane – to fulfil her Five Year Plans to raise the standard of living of her vast population: I want the narrow conflicts of today in the name of religion or caste, language or province to cease, and a classless and casteless society to be built up where every individual has full opportunity to grow according to his worth and ability. In particular, I hope that the curse of caste will be ended for there is neither democracy nor socialism on the basis of caste.

-A speech by Pandit Jawaharlal Nehru

INTEXT QUESTIONS 17.3

1. The table below presents the two opposing trends that co-exist in modern India. Re-read the section to fill in the blank spaces in the table:

Positive Trends	**Negative trends**
i) Hope	i) _____
ii) _____	ii) Inertia
iii) _____	iii) practise old rituals and narrow customs
iv) growing unity	iv) _____

2. Answer the following questions briefly:
   a) What does Nehru find most remarkable about people now?
   b) What is Nehru's vision of India in the future?
3. Choose words from the list below to describe the mood of Nehru's speech:

   Light-hearted, thoughtful, sad, optimistic, angry, unconcerned, balanced



4. What can you tell about the times in which Nehru made this speech?
5. What do we learn about Nehru from this speech?
6. Describe in about five sentences Nehru's vision of future India.

VOCABULARY ENRICHMENT

Opposite Words/Antonyms

In this speech by Nehru there are many pairs of opposite or nearly opposite words e.g. advance — inertia. Find the antonyms (the opposites) of the following from the speech.

Exercise 1

Improvement, fresh, weakness, timidity, forward, near, future, spiritual, cabined.

Exercise 2

In the following list, there are words and their antonyms in a jumbled order. Find the pairs and write them in a table format: persuade, work, brief, dissuade, inhuman, failure, play, human, agree, extended, disagree, success, social, bright, praise, dark, criticize, soften, antisocial, harden.

Exercise 3

Use words from above to fill in the blanks. Make necessary changes in the form of the words to make your sentences grammatically correct:

i) Even hardened criminals can be _____ by praise; _____ only hardens them further.

ii) The meeting began on a bright and happy note. Unfortunately, as the _____ increased, the mood became _____ and angry.

iii) Don't be sad because you have failed. _____ is the stepping stone to _____.

iv) Sometimes humans behave in an _____ way. They forget all rules of social behaviour and use _____ ways.

GRAMMAR

1. Put the verb in the correct form — Present Continuous Tense or Simple Present Tense:

i) River Ganga ____(flow) into the Bay of Bengal.

ii) Please turn the tap off. Water _____ (flow) down the drain.

iii) The train is never late. It always _____ (leave) on time.



Notes

iv) There has been an accident. The train _____ (run) late today.

v) Can you drive? I _____ (learn). My father _____ (teach) me.

2. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

Eg, I've bought a new house last week. **Wrong**. I bought....

i) I've found my book. It was under the mat.

ii) How many plays Tagore wrote?

iii) When I got home last night, I found someone broke into the flat.

iv) Where have you been last evening?

v) Premchand has written many short stories.

LET'S WRITE

Making a Summary

You have learnt to make notes in earlier lessons. In this lesson, we'll discuss how you can develop notes into a summary for brief reports and presentations.

What is a summary?

Summary is the shortened form of a text. It requires selections of what is important and rejections of what is not. For making a summary it is essential to make notes. You can make notes on a paper or in your mind. Thus, note-making is the first stage of making a summary. But once the summary is made, notes are irrelevant. They could be put aside or discarded as rough work for summary. In a summary, the important points are presented in a logical order in the form of a paragraph or paragraphs. The facts are stated in a straight-forward, direct style – without any ornamentation or examples.

Let us now read the passage given below:

People in the present day civilization have become highly materialistic. Money is the only god they know. Consequently, all their efforts, and most of their waking hours, go into earning money and still more money. The life of a rich businessman, specially in the developed countries is extremely busy. Thousands have to be converted into lakhs and lakhs into crores. There is no end and no respite for him. Alongwith money come the demands of their social life. To keep abreast of the times, they have to throw and attend big parties, meeting powerful and influential people to serve their business ends.

One unfortunate result of their excessively busy and fast life is the total neglect of



their children. The rich can provide their children with all that money can buy: rich food; expensive clothes, cars and every other imaginable comfort and luxury. But they simply cannot give them what they need most-parental care and affection on a personal level for which there is no substitute in the whole world. These children who are brought up almost entirely by hired attendants develop a twisted personality. Their rich, busy and well-bred parents are one day shocked to find that their children have developed some of the traits of their own attendants which are, to say the least, considerably less than well-bred.

If you haven't understood the passage, read it again once or twice and then note down important points.

1. people highly materialistic in present day civilization.
2. all time and efforts go into earning money.
3. businessmen, esp. busy.
   (i) no rest - respite
4. demands of social life
   (i) giving and attending parties
   (ii) meeting influential people.
5. Results
   (i) neglect of their children
   (ii) luxuries provided but parental love & care not given
   (iii) children brought up by hired attendants
   (iv) developing their traits (attendants)
   (v) develop a twisted personality.

We can, now, develop these points into a summary.

Summary

People are highly materialistic in the present day civilization. They use all their time and effort in earning more and more money without any rest or respite. The life of businessmen, especially in developed countries is very busy. Alongwith money, come the demands of their social life. They have to participate in parties to keep contacts with influential and powerful people.

Being excessively busy, they neglect their children. They provide them with all possible luxuries and comforts but they cannot give them parental love and care. The children, brought up entirely by hired attendants, develop the less well-bred traits of their attendants. They develop a twisted personality.



Notes

Exercise

Read the passage given below. Identify the main ideas and make a summary. Give it a suitable title also.

There are several distinct dimensions in which our youth must equip itself. The first is the physical. Building a great democracy and defending it from aggressors requires a young generation that is physically strong, with muscles of iron and nerves of steel and for this it must equip itself by undertaking physical training and developing physical fitness to the maximum extent possible.

The second dimension is the intellectual. We live in a highly competitive age of science and technology and can no longer afford the luxury of mediocrity if we are to forge ahead. Therefore every young man and woman studying in schools, colleges and universities must aim at academic ability of the highest order.

The third is the dimension of patriotism. I am concerned here not so much with the routine meaning of this term as with that deeper patriotism which transcends all pettiness and creates in our youth a deep urge for national unity and progress.



LET'S TALK

Worksheet

Listen to a conversation on tape giving directions. Then fill in the blanks given below.

i) Mr. Singh asked a passerby for direction to the _____.

ii) The passerby first asked Mr. Singh to go_____

iii) Secondly, Mr. Singh was asked to take the _____

iv) At the 'T' crossing Mr. Singh was asked to turn _____

v) The rest house was on the _____ side of the road.



CHECK YOUR ANSWERS

Intext Questions 17.1

1. (a) Aspects of ancient India that fill Nehru with pride are :- I) strong and energetic race; ii) eager to know; spirit of curiosity iii) mature and tolerant civilization; iv) forever searching for truth and spiritual knowledge.



b) In Medieval India the situation changed for the worse.

i) In the place of freshness and youth, old age and bad temper gained ground. ii) Narrow caste divisions and customs became more important than broad minded vision, iii) India was invaded by Mughals and Islam.

c) India was saved by her ability to adapt to the great changes and influences that came in and, India never forgot her past glories and traditions.

d) Negative efforts of Western invasion was exploitation of people and resources by foreigners. The positive effect was the impact of fresh European ideas and knowledge. Europeans bought industrial revolution early in our country.

Intext Questions 17.2

1. a) False b) True c) False d) True e) True

2. a) Nehru's main tasks are: a) to choose the best structure that will lead the country to prosperity and progress. (b) to stir people to take action and bring change.

   b) Nehru's task is made difficult by the disturbance and confusion of the times. There is also mental conflict caused by trying to retain both old values and spirit and material progress.

   c) Gandhiji's model uses both continuity and change. The advantages are that it uses truth and peaceful ways to bring about revolutionary changes. He uses methods that are Indian in origin.

   d) Nehru wants both continuity and change. 'To deny the past and break with it completely is to uproot ourselves and sapless, dry up'- This sentence shows the importance he gives to the past. His praise of Gandhiji's revolutionary work shows the importance, Nehru gives to change.

   e) Science and technology will be able to solve the problem of providing primary necessities of life to everyone all over the world.

Intext Questions 17.3

1. Positive trends: ii) remarkable advances, iii) adopt a new spirit

   Negative trends: i) anguish; iv) many disruptive tendencies

2. a) Nehru finds it remarkable that people who refused to change in the past are now marching forward with speed and determination.

   b) Nehru's vision is of a prosperous India – material progress for her vast population. He also hopes that conflicts that take place in the name of religion, caste or region should stop. He wants India to be vibrant, its democracy on a socialist pattern–He wants a classless and casteless society.

3. thoughtful, optimistic, balanced

4. They were times of confusion and conflict among Indians on the basis of caste, religion and region.



Notes

5. Nehru has a deep knowledge of Indian history. He appears to be concerned and does not speak in a language of hatred or anger. He is a man of science and has deep faith in science and technology.

6. same answer as 5 above.

VOCABULARY ENRICHMENT

Exercise 1

improvement – deterioration

fresh – stale

weakness – strength

timidity – rashness

spiritual – material

forward – backward

near – far

future – past

cabined – free

Exercise 2

persuade – dissuade

work – play

brief – extended

inhuman – human

criticize – praise

agree – disagree

success – failure

social – anti-social

bright – dark

soften – harden

Exercise 3

i) softened; criticism

ii) disagreement; dark

iii) failure; success

iv) inhuman, anti-social

GRAMMAR

1. i) flows ii) is flowing iii) leaves iv) is running v) am learning; is teaching

2. i) correct

ii) Wrong... <u>did Tagore write?</u>

iii) Wrong... <u>had broken.</u>

iv) Wrong. <u>Were you</u>...

v) Correct.



18

302en18

NIGHT OF THE SCORPION

*R*ead the poem once. It is about the night when the poet's mother is bitten by a scorpion.

I remember the night my mother
Was stung by a scorpion. Ten hours
Of steady rain had driven him
To crawl beneath a sack of rice.
Parting with his poison – flash
Of diabolic tail in the dark room –
He risked the rain again.
The peasants came like swarms of flies
And buzzed the Name of God a hundred
Time to paralyse the Evil one.
With candles and with lanterns
Throwing giant scorpion shadows
On the mud-baked walls
They searched for him; he was not found.
They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of evil
balanced in this unreal world
against the sum of good
become diminished by your pain.



Notes

May the poison purify your flesh
Of desire, and your spirit of ambition,
They said, and they sat around
On the floor with my mother in the center,
The peace of understanding on each face.
More candles, more lanterns, more neighbours
more insects, and the endless rain.
My mother twisted through and through
groaning on a mat
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.
My mother only said
Thank god the scorpion picked on me
and spared my children.

- Nissim Ezekiel

INTEXT QUESTIONS 18.1

Can you answer the following questions?

1. Was it a dark night?
2. Had it been raining for long?

Let us, now, read the following lines once again.

I remember the night my mother
Was stung by a scorpion. Ten hours
Of steady rain had driven him
To crawl beneath a sack of rice.
Parting with his poison – flash
Of diabolic tail in the dark room (-)
He risked the rain again.



INTEXT QUESTIONS 18.2

1. What drove the scorpion inside the house?
2. Where did the scorpion crawl?
3. Choose the correct option to complete the following sentence.

   The word 'flash' means —

   (i) a cowardly action

   (ii) a quick and sudden action

   (iii) a wicked action
4. Why does he call the tail 'diabolic'?

Let us read further

The peasants came like swarms of flies
And buzzed the Name of God a hundred
Time to paralyse the Evil one.
With candles and with lanterns
Throwing giant scorpion shadows
On the mud-baked walls
They searched for him; he was not found
They clicked their tongues.

INTEXT QUESTIONS 18.3

1. Who came into the house?
2. What is the scorpion referred to in the third line?
3. Why did the peasants say the name of God a hundred times?
4. Whose shadows were thrown on the walls?
5. Choose the correct option

   The phrase 'clicked their tongues' expresses

   (i) The peasants' worries about the sting.

   (ii) The peasants' sorrow for the mother.

   (iii) The peasants' failure to find the scorpion.
6. Pick out a simile and a metaphor from the above lines.



Notes

Let us read on

With every movement that the scorpion made
his poison moved in Mother's blood they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of evil
balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
Of desire, and your spirit of ambition,
They said, and they sat around
On the floor with my mother in the center,
The peace of understanding on each face.

INTEXT QUESTIONS 18.4

1. (a) How many times 'they said' has been repeated?

   (b) Who are 'they' in the above lines?

   (c) Why did they want the scorpion to sit still?

   The peasants, in the above lines, are praying for the woman. They begin each prayer with the world 'may'. The repetitive use of the word is known as chanting. It also shows here the peasant's concern for the suffering woman.

2. List the prayers that the peasants make for the mother

   (i)

   (ii)

   (iii)

   (iv)

   (v)



Let us read further

More candles, more lanterns, more neighbours
more insects, and the endless rain.
My mother twisted through and through
groaning on a mat
My father, sceptic, rationalist
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.
My mother only said
Thank god the scorpion picked on me
and spared my children.

INTEXT QUESTIONS 18.5

1. The poet says that his father who was a rationalist tried everything. Why did he do so? Pick out the correct answer from the options given below:

   (i) because the father had changed

   (ii) because the father wanted to do what others were doing

   (iii) because the father was deeply concerned

2. Why did the mother feel relieved?

OVERALL QUESTIONS

1. Who is the 'I' in the poem?
2. What does the poem say about a mother?



Notes

CHECK YOUR ANSWERS

Intext Questions 18.1

1. Yes, it was a dark night
2. Yes, it had been raining for long.

Intext Questions 18.2

1. continuous rain
2. under a sack of rice
3. (ii) a quick and sudden action
4. because it poisons the person it stings

Intext Questions 18.3

1. the peasants
2. the evil one
3. to paralyse the evil one
4. the peasants' shadows were thrown on the walls
5. the peasants' failure to find the scorpion
6. Simile- peasants came like swarm of flies.
   Metaphor – giant scorpion shadows

Intext Questions 18.4

1. (a) six times (b) They are peasants
   (c) because they believed that with the movement of the scorpion, the poison moved in the mother's body.
2. (i) May he sit still.
   (ii) May the sins of the previous birth be burned away.
   (iii) May the suffering decrease the misfortunes of next birth.
   (iv) May the sum of evil become diminished.
   (v) May the poison purify the flesh.

Intext Questions 18.5

1. (iii) because the father was deeply concerned.
2. because the scorpion bit her and spared her children.

OVERALL QUESTIONS

1. Poet
2. Mother loves her children more than herself. She wants to save her children from every kind of pain.



19

302en19

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages and
- answer questions on those passages.

19.1 SECTION I

Read the passage and do the activities.

One stormy night many years ago, an elderly man and his wife entered the lobby of a small hotel in Philadelphia. Trying to get out of the rain, the couple approached the front desk hoping to get some shelter for the night.

"Could you possibly give us a room here?" the husband asked. The clerk, a friendly man with a winning smile, looked at the couple and explained that there were three conventions in town. "All of our rooms are taken," the clerk said. "But I can't send a nice couple like you out into the rain at one o'clock in the morning. Would you perhaps be willing to sleep in my room? It's not exactly a suite, but it will be good enough to make you folks comfortable for the night." When the couple declined, the young man pressed on. "Don't worry about me. I'll make out just fine," he told them. So the couple agreed.

As he paid his bill the next morning, the elderly man said to the clerk, "You are the kind of manager who should be the boss of the best hotel in the United States. Maybe someday I'll build one for you." The clerk looked at them and smiled. The three of them had a good laugh. As they drove away, the elderly couple agreed



Notes

that the helpful clerk was indeed exceptional, as finding people who are both friendly and helpful isn't easy.

Two years passed. The clerk had almost forgotten the incident when he received a letter from the old man. It recalled that stormy night and enclosed a round-trip ticket to New York, asking the young man to pay them a visit.

The old man met him in New York and led him to the corner of Fifth Avenue and 34th Street. He then pointed to a great new building there, a pale reddish stone, with torrets and watchtowers thrusting up to the sky. "That," said the older man, "is the hotel I have just built for you to manage." "You must be joking," the young man said. "I can assure you I am not," said the older man, a sly smile playing around his mouth.

The older man's name was William Waldorf-Aster, and that magnificent structure was the original Waldorf-Astoria Hotel. The young clerk who became its first manager was Geroge C.Boldt. This young clerk never foresaw the turn of events that would lead him to become the manager of one of the world's most glamorous hotels.

INTEXT QUESTIONS 19.1

1. Put a tick mark (✓) against the statements that are correct and a cross (×) against the ones that are wrong.

   (i) On a moonlit night an elderly couple came to a small hotel in Philadelphia. ( )

   (ii) The hotel was full and the couple could not get a room. ( )

   (iii) The clerk was both efficient and strict.( )

   (iv) The clerk offered his room to the couple. ( )

   (v) Complimenting the clerk, the elderly man said he should be working in the best hotel in United States. ( )

   (vi) The old man sent a letter to the clerk with a round trip ticket to New York. ( )

   (vii) The old man had built a grand hotel in Philadelphia. ( )

   (viii) The old man asked the clerk to be the first occupant of that hotel. ( )



2. Choose the correct alternative.

(i) The elderly couple came to a hotel which was

a) big.

b) grand.

c) fully occupied.

(ii) The clerk told the couple that there were no rooms available in the hotel as:

a) most of the rooms were locked.

b) the night was stormy.

c) there were three conventions being held in town.

(iii) The clerk's room was not big but it was

a) airy.

b) clean.

c) comfortable.

(iv) The old man told the clerk he would

a) send him a cheque.

b) build a grand hotel.

c) call him to New York.

3. Words from the passage are given on the left. Select words from the box which mean the same and write them in the blanks.

insisted	a hearty laugh	extraordinary
grand	charming	

Magnificent _____

Winning (smile)_____

Pressed on _____

Exceptional _____

A good laugh _____

4. Which of these would be a suitable title for this story.

- A friendly man with a winning smile
- The manager of a magnificent Hotel.



Notes

- The reward of a good deed
- A true story

5. Using the theme of the story write a short paragraph on:

   One Good Turn Deserves Another

19.2 SECTION II

Read the passage and do the activities:

We live in a wonderful world that is full of beauty and charm and adventure. There is no end to the adventures that we can have if only we seek them with our eyes open. Our own country is a little world in itself with an infinite variety and places for us to discover. I have travelled a great deal in this country and I have grown in years. And yet I have not seen many parts of the country we love so much and seek to serve. I wish I had more time so that I could visit the nooks and corners of India. I would like to go there in the company of bright young children whose minds are opening out with wonder and curiosity as they make new discoveries. I should like to go with them, not so much to the great cities of India as to the mountains and the forests and the great rivers and the old monuments, all of which tell us something of India's story. I would like them to discover for themselves that they can play about in the snow in some parts of India and also see other places where tropical forests flourish. Such a trip with children would be a voyage of discovery of the beautiful trees of our forests and hill sides and the flowers that grace the changing seasons and bring life and colour to us. We would watch the birds and try to recognize them and make friends with them. But the most exciting adventure would be to go to forests and see the wild animals, both the little ones and the big. Foolish people go there with a gun and kill them and thus put an end to something that was beautiful. It is far more interesting and amusing to wander about without a gun or any other weapon and to find that wild animals are not afraid and can be approached. Animals have keener instincts than man. If a man goes to them with murder in his heart, they are afraid of him and run away. But if he has any love for animals, they realize that he is a friend and do not mind him. If you are full of fear yourself, then the animal is afraid too, and might attack you in self-defence. The fearless person is seldom, if ever, attacked.

Perhaps that lesson might be applied to human beings also. If we meet other people in a friendly way, they also become friendly. But if we are afraid of them or if we show our dislike of them, then they behave in the same manner .

Jawahar Lal Nehru



INTEXT QUESTIONS 19.2

1. Answer these questions:

   (i) What is our wonderful world full of?

   (ii) What would Nehru do if he had more time?

   (iii) Why would he like to go in the company of bright young children?

   (iv) Which places would he like to go to?

   (v) What would be the most exciting adventure?

   (vi) If we have love in our hearts what do wild animals do?

   (vii) How do human beings behave if we dislike them?

2. Complete these sentences:

   (i) We can find adventure if we seek it with our _____.

   (ii) After visiting monuments we learn something more about _____.

   (iii) Flowers give _____ and colour to our world.

   (iv) While watching the birds we should be able to _____.

   (v) People who kill animals are _____.

3. Given below are a few words. Find their antonyms (words of opposite meaning from the passage and write them in the blanks given :

   dull _____

   foes _____

   domesticated _____

   less _____

   least _____

   old _____

   intelligent _____

4. Give a suitable title to the piece.



Notes

CHECK YOUR ANSWERS

Intext Question 19.1

1. (i) F, (ii) T, (iii) F, (iv) T, (v) T, (vi) T, (vii) F
2. (i) c, (ii) c, (iii) c, (iv) b
3. (i) grand, (ii) charming, (iii) insisted, (iv) extraordinary, (v) a hearty laugh

Intext Question 19.2

1. (i) Beauty, charm and adventure
   (ii) Visit the old nooks and corners of India.
   (iii) Because their minds are opening out with wonder and curiosity.
   (iv) Mountains, forests, rivers and old monuments.
   (v) Going to the forests and seeing the wild animals
   (vi) They don't attack us.
   (vii) They dislike us in turn.
2. (i) eyes open
   (ii) Indian's history
   (iii) life
   (iv) recognize them
   (v) foolish
3. bright
   friends
   wild
   more
   most
   new
4. Suggested titles
   (a) Exploring India
   (b) India: A Rich Experience
   (c) Discovering India



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READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages and
- answer questions on those passages.

20.1 SECTION I

Read the passage given below and answer the questions that follow:-

Eleven-year-old Mohammad Riyaz Ahmad laughs a lot, plays video games and attends tuition at home to resume his studies in Std. III in Prathmic Vidyalaya of Aminabad, Lucknow. But a year ago, the situation was different. Riyaz, who has been awarded the Sanjay Chopra Bravery Award was in hospital for more than three months. He lost one of his limbs, one arm and the wrist of the other arm while saving a four-year-old girl, Shazia who was standing on the railway track at Daaligaon Bridge, Lucknow, completely oblivious to a fast approaching train.

It happened on January 16, 2003. Riyaz heard the train whistle, he warned the girl's father to remove her from the track, but he, being hard of hearing and mentally challenged, did not pay heed to Riyaz's warning. Seeing the train almost upon her, Riyaz rushed to pull her back. He did but fell holding the girl as his leg got stuck between the lines, and also because, being a frail 10-year-old, he could not bear her weight. The girl also lost one of her limbs as the train ran over them. An eyewitness, Shakeel Ahmad of Gorakhpur, rushed them to King George Hospital in Lucknow. Riyaz's wounds have still not healed properly, but his spirits are high. He says he wants to resume his studies, aims to become a doctor, and loves to



Notes

'eat meat and fish and to play football.' He shows his engineering skills with electronic items at home!

INTEXT QUESTIONS 20.1

1. Say whether the following statements are True (T) or False (F). Correct the false statements.

   a) The passage is about Sanjay Chopra.

   b) Shazia'sfather was both deaf and mentally challenged.

   c) Riyaz fell because he could not carry Shazia.

   d) Riyaz and Shazia were treated in King George Hospital, Lucknow

2. Every year on the Republic Day, gallantry awards are given to brave children. The Indian Council of Child Welfare has instituted these awards. One of these brave children is further nominated for the Sanjay Chopra Bravery award. Answer the questions below to learn a little more about the awardee spoken about in the passage.

   a) Who is Riyaz? What does he do?

   b) Who is Shazia? Where was she on 16th January 2003?

   c) Why was Shazia's father not able to respond to Riyaz's warning?

   d) Why was Shazia in danger?

   e) How did Riyaz save Shazia? What did he lose in the process?

   f) Who is Shakeel Ahmad? Did he play an important role?

3. There are four characters in the passage:-

   - Riyaz Ahmad
   - Shazia
   - Shazia's father
   - Shakeel Ahmad

Pick out words/ expressions from the box below to describe each of them:-

deaf, alert, cheerful, brave, likes football, likes non-vegetarian foods, kind, considerate, shows engineering skills, thin and weak, helpful.



20.2 SECTION II

Have you read a book called 'India's Young Heroes?' It is about children who have won the national bravery awards in earlier years.

- Given below are biographical sketches of six such children-marked A to F.
- Which sketch does each sentence (1 to 10) describe?
- For each sentence choose one letter (A to F).

A. Sayal Lahnubhai Bhoya was born on 1 June 1967 in Gujarat and studied at Prathmik Shala. She speaks Gujarati. She has two brothers and a sister. Her father is a labourer. Her hobbies include music, reading and sports. She saved a friend from a python's deadly grip.

B. C. Govindan was born on 15 April 1966 in Tamil Nadu and studied at Kurubarapalli High School. He speaks Tamil and English. He has six brothers and two sisters. His father is a labourer. Govindan's hobbies are reading, music and games. He jumped on to a road in front of a speeding truck to save a blind old beggar.

C. Sonia Sinha was born on 3 November 1969 in Bihar and studied at St. Joseph's Convent in Patna. She speaks Hindi and English. She has a brother and a sister. She lost her father, a child specialist, during a fire accident. Her hobbies include reading and she is fond of sports. Her bravery saved the lives of her brother and sister.

D. Shatrughna Lal Sahu was born on 16 December 1966 in Madhya Pradesh and studied at Nehru Prathmik Shala in Durg. He speaks Chattisgarhi and Hindi. After the death of his parents he was adopted by Zilla Sahu Sangh. His hobbies include folk programmes, games and reading adventure stories. His ambition is to be an engineer. He was with the group of eight using the railway tracks in the night when an engine rode into them. He was able to save two children.

E. Felicitas Soreng was born on 21 June 1950 in Orissa. After her matriculation she trained as a nurse at the Government Hospital in Rourkela. She speaks Oriya, Hindi and English. She has two brothers and five sisters. Her father is a farmer. Her hobbies include music and handicrafts. She swam to save herself and a boy when the boat they were in capsized.

F. Satish Kumar Phulsingh was born in 1968 in Uttar Pradesh. He did not attend school but contributed to the family's income by looking after the cattle of others. He speaks Hindi. He has two elder brothers and a sister. His father is a labourer. His presence of mind and bravery contributed towards



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saving his village from dacoits.

1. She speaks Oriya and is a nurse.
2. His father is a labourer and they live in Tamil Nadu.
3. She speaks Gujarati and loves sports.
4. He looked after other peoples' cattle.
5. She studied in a convent school in Patna.
6. He lives in Durg and was adopted by the community.
7. He risked his own life to save a beggar.
8. Her bravery, strength and skill in swimming helped her save herself and another boy.
9. The villagers and he were using the railway tracks by night.
10. Her father was a farmer.

INTEXT QUESTIONS 20.2

Complete the sentences below with information from the biographical sketches A to F:-

We find many common features in six biographical sketches. Firstly, all the the children did little acts of _____(i)_____ in the course of their daily lives.

Secondly, most of the children are poor and live in small villages. One of them has not gone to a ____(ii)____ and only three of them speak ____(iii)____.

Finally, all the children were alert and had _____(iv)_____ of mind. They acted swiftly and unselfishly. We are proud of the brave young world.

CHECK YOUR ANSWERS

Intext Questions 20.1

1. a) F. The passage is about the brave boy who was awarded the Sanjay Chopra Bravery Award.

   b) True.

   c) True. And his leg got stuck between the railway lines.

   d) True



2. (a) Mohammed Riyaz Ahmad studies in class III in Aminabad, Lucknow. He is a student.

   (b) Shazia is a four-year-old girl. On 16th January 2003 she was standing on the railway track at Daaligaon Bridge, Lucknow.

   (c) Shazia's father was deaf and mentally challenged.

   (d) Shazia was in danger because a train was fast approaching and her father could not respond to Riyaz's warnings.

   (e) Riyaz saved Shazia by pulling her back from the railway track just before the train could reach her. Riyaz lost a leg and both his arms.

   (f) Shakeel Ahmad was an eyewitness. Yes, he played an important role by rushing the two children to a hospital.

3. Riyaz Ahmed-frail, alert, cheerful, brave, likes football, non-vegetarian food, shows engineering skills.

   Shazia- frail

   Shazia's father- deaf

   Shakeel Ahmad-kind, considerate, alert, helpful.

Intext Questions 20.2

Comprehension

1. E (Felicitas Soreng)
2. B (C. Govindan)
3. A (Lahunbhai Bhoya)
4. F (Satish Kumar Phulsingh)
5. C (Sonia Sinha)
6. D (Shatrughna Lal Sahu)
7. B (C. Govindan)
8. E (Felicitas Soreng)
9. D (Shatrughna Lal Sahu)
10. E (Felicitas Soreng)

I) bravery, II) school, III) English, IV) presence.



Notes

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21

READING WITH UNDERSTANDING

Think about the following questions before you read this lesson _____

- *why do we need education?*
- *what causes stress?*
- *how does one manage time so that one can do the right things at the right time?*

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short theme-based passages and
- answer questions on those passages.

21.1 SECTION I

Now read the lesson and see if your views match with the author's. First, why do we need education? What is its purpose?

Education as commonly understood by people means acquiring certain knowledge and skills in order to earn their living. But that is only one purpose of education. You may ask why? This is because humans are much more than just wage-earning machines. They are endowed with emotions and feelings which enrich their life. These emotions and feelings need to be developed so that they can develop into



social beings, able to interact with fellow beings who are also members of that society of which they are a part. The process of socialization starts right from childhood and it is the purpose of education to facilitate this socialization and produce responsible and committed citizens who would be able to contribute to the progress of the community, society and the country at large. A country with such citizens becomes a great-nation, well able to hold its head high in the community of nations. It is thus that education serves a loftier purpose than being a mere means of earning one's living to lead a prosperous material life.

Education serves another important purpose by shaping one's personality so that one is able to face challenges of life. This is possible by promoting a sense of co-operation and co-existence, a feeling of love and brotherhood and an attitude of caring and sharing. This process starts right from home and gets strengthened when one receives education with a proper perspective and policy underlying it. As one grows older, one develops the capacity to appreciate the finer aspects of life than merely amassing material wealth. Thus a person becomes a good human being which, after all, is the purpose of education.

So, you see that education prepares every individual to lead a purposeful and meaningful life. However, it cannot be denied that the intellectual inputs equip an individual to earn his or her living. But it should not stop with that. It should teach us to cope with the stresses and strains of modern life and enable us to lead a full life.

INTEXT QUESTIONS 21.1

1. Answer the following questions:

   a) What is the common view on the purpose of education?

   b) Does the author agree with the common view on education?

   c) What are the two purposes of education according to the author?

   d) How does a country benefit from well educated individuals?

   e) How does education help a person to face the challenges of life?

2. Given below are some groups of words. They are values which the author talks about. Find out words from the text which mean the same and write them in the blanks given

   (a) working together _____

   (b) living together peacefully _____



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(c) to be concerned _____

(d) to have ideals in common _____

(e) to hold something in esteem _____

(f) being part of a fraternity_____

21.2 SECTION II

Let's read and find out the author's views on stress and how to manage stress.

Stress is nothing but mental tension or anxiety which is caused by the work at hand. This happens when one is not able to deal with that work. For example, a student who has no aptitude for a subject is compelled to take it up either because of parental pressure or because of pressure from peer groups or due to the perceived importance of the subject itself. When he or she finds it difficult to cope with it and wants a change the external pressures deny him or her such a change. This situation leads to stress. No work is done well when one's mind is under stress. This inability to do well leads to diffidence. Gradually this diffidence leads to a feeling of inferiority. Persons with such inferiority complex isolate themselves and succumb to stress. This leads to inefficiency, loss of interest and above all to a total breakdown-physical, mental, emotional and moral.

Therefore, the moment one notices that one is stressed, that is, one is not able to cope with work, studies, problems etc. the first step one should take is to find out the cause of the problem with a calm and cool mind. One should take a break and allocate time to analyse where one went wrong. If one is not able to do this on his or her own, one should not hesitate to get the help of someone who can help. One should be open-minded and honest about one's weaknesses and deficiencies. It is better to share a problem and find a solution to it than struggle without results and feel miserable.

To see that pressure or tension does not build up and haunt a person, one should programme one's work. One should take up a task which is within one's capacity and find out an easy way to accomplish one's goal. This can be achieved if one has a calm and balanced mind and lots of patience. One must, first complete the task which one finds comparatively easier to do. This will promote self-confidence. Development of self-confidence leads to an improved perspective. This enables one to deal with more difficult problems and solve them. One will then find that there is no problem without a solution. With this realization, stress will automatically vanish.



Another reason that causes stress in today's world is an urge to reach the top and be successful. This rat race is often prompted by greed and jealousy rather than by an estimation of one's own abilities. If ambition is not supported or complemented by suitable ability or capacity it leads to failure thus creating negative feelings and undesirable attitudes. When things do not happen as one wishes, anger takes over. An angry person cannot take right actions. Often actions taken in a fit of anger lead to clashes, quarrels and disputes which cause problems not only to the individual but to his family and friends also.

Change of work now and then makes one feel refreshed. It is here that hobbies play a very important role in shaping one's personality. A long stint of mental work should be followed by some physical work which will reduce the pressure on mind and improve one's mental efficiency. Listening to music which one likes, taking a long walk in congenial environment and pursuing a hobby of one's choice are some of the easier and simpler means to avoid the evil effects of stress.

INTEXT QUESTIONS 21.2

1. Answer the following questions:

   a) Give one reason why a student can suffer from stress.

   b) What happens when a person is stressed? Give three points.

   c) Mention three ways by which one can overcome stress.

   d) What is the ill effect of being unduly ambitious?

   e) Mention two effects that physical work and listening to music have on the human mind.

2. The words given below are taken from the passage. Tick the word closest in meaning to the word given. (Remember the meaning should fit into the sentence from where the word has been taken.)

   (a) 'Aptitude' in paragraph 1means—

   (i) gift

   (ii) flair

   (iii) knack

   (b) 'Diffidence' in paragraph 1 means—

   (i) shyness

   (ii) insecurity

   (iii) timid ness



Notes

(c) 'Analyse' in paragraph 2 means—

(i) examine

(ii) interpret

(iii) dissect

(d) 'Accomplish' in paragraph 3 means—

(i) realize

(ii) perform

(iii) complete

21.3 SECTION III

We have so far seen how to manage stress. Let us now find out what the author suggests about doing the right things at the right time, that is managing time so that we are not stressed.

Removal of stress by itself will not lead to unqualified success unless there is efficient utilization of time at one's disposal. In an extremely competitive world, one who manages one's time efficiently scores over others who don't. We should understand that time is precious and valuable and we should be discreet in its use. So, making the best use of time available to us is known as time management. And how does one do it? Get into the habit of making a time plan. A time plan is an advance plan of all the activities to be performed in the allotted time. This is how you can prepare a time plan.

- List all activities to be performed at a certain time, e.g.:- in the morning – preparing breakfast, going to work etc.
- Underline all activities which need to be done at a definite time, e.g.:- reaching office on time or dropping a child at the bus stop.
- Make an estimate of the time required for various activities, e.g.: cooking – 40 minutes, studying – 1 hour etc.
- Arrange the activities in the sequence in which they need to be done.
- Keep in mind the schedule of other family members and make necessary adjustments as and when required.
- Once you have listed out your priorities write them down. This is your time plan.



However you should remember the following points while making your time plan-

- There should be enough time for rest and entertainment.
- The plan should be practical, feasible and realistic.

All great men who achieved greatness and glory were people who were aware of the value of time. Time was precious to them. When others were idling away and wasting their time, great men put it to good use to meet the challenges of life and achieve success. It follows therefore, that one should have a programme and a schedule for it so that the objectives are achieved. Such programmes should be in conformity with one's skills and mental and physical capacities. It is only then that one will be free from stress or tension.

INTEXT QUESTIONS 21.3

Complete the notes below on Time Management

Time Management

Meaning → _____

Need → To avoid (a) Stress

(b) _____

How → Make a _____ plan.

Time Plan is → • List all activities

• _____ to _____

Steps → • List all activities

• _____

• _____

• Prioritise activities

• Be sensitive to needs of others.

• _____

Any reference

to history → _____

_____



Notes

OVERALL QUESTIONS

Complete the table given below using the information you have gathered by reading the lesson:

Topic	What you know	What you wanted to know	What you learnt
Role of education			
Stress Management			
Time Management			

CHECK YOUR ANSWERS

Intext Questions 21.1

1. a) a means to earn a living

   b) No

   c) Two views on the purposes of education by the author are:- to refine emotions and feelings and produce responsible citizens; to groom personalities to face challenges of life.

   d) Country benefits from the contributions of such individuals to the progress of community, society and country at large.

   e) By promoting a sense of co-operation and co-existence, a feeling of love and brotherhood and an attitude of caring and sharing.

2. (a) co-operation

   (b) co- existence



(c) caring

(d) sharing

(e) appreciate

(f) brotherhood

Intext Questions 21.2

1. a) When he/she does not have an aptitide for a subject and opts for it.

   b) Has a feeling of inferiority, inefficiency, loss of interest.

   c) Find out the cause, analyse the problem, get help.

   d) Failures lead to negative feeling and stress.

   e) Makes the Mind feel fresh and improves efficiency.

2. (a) knack (b) insecurity

   (c) examine (d) realize

Intext Questions 21.3

Meaning	:	Making best use of time
Need	:	negative feelings/view of self
How	:	time plan
Time plan is	:	morning to evening
Steps	:	Underline activities and time; estimate time required for each activity; be practical and realistic.
Reference to history	:	All great men had a time plan.



Notes

302en22

22

READING WITH UNDERSTANDING



OBJECTIVES

At the end of this lesson you will be able to:

- understand short theme based passages and
- answer questions on those passages.

22.1 SECTION I

The Banyan Tree, which is very well known, is a variety of fig tree. The name, Banyan, used in English, needs some explanation. The name seems to have been given originally by Europeans in the Persian Gulf to the tree under which Hindu members of the merchant class (Baniyas) used to assemble for worship or business, and gradually the name spread to other parts of India and Asia. For centuries, poets and writers in India, have sung and written about the Banyan Tree.

The Banyan tree seems to be common to the sub-Himalayan forests and the slopes of the hill ranges in Peninsular India. At present it is commonly seen, planted along many of the roads of India, near temples and shrines, and on open grounds near villages. Often the tree is the rallying point for the village, a kind of club-house where much of the social life and business of the community is carried out, and much of the gossip exchanged. Its cool shade affords welcome relief from the burning sun in the hotter parts of the country.

It is an enormous tree, 70 to 100 feet high, sending down roots from the branches, which enter the ground and form trunks, thus extending the growth of the tree indefinitely. These roots that come out of the branches are at first as slender as cotton threads, but once they become attached to the ground, they grow into



mighty pillars that support the weight of the heaviest branches. The leaves are oval in shape, and smooth and shining.

The Banyan Tree is frequently planted along streets and roads. But it is in open places in the villages that it reaches its full glory. As the tree grows in size, the number of roots from the branches increase, and the spread of the tree becomes greater until a whole battalion can shelter under the shade of some of the older trees. There are some famous Banyan Trees in India – in the Royal Botanic Garden Sibpur Calcutta, for example, which is 3.6 metres around the trunk and the crown of roof of which covers 416 m.

An even larger one in Satara Maharashtra, is 483 m. in circumference.

INTEXT QUESTIONS 22.1

1. Complete the sentences below with the phrases given in the box below-

meeting place for the people in the village.
the Banyan tree
sends down roots from its branches
sit under it and transact business
reaches its full size
Shibpur, Calcutta
oval and shining

a) A well-known variety of the fig tree is called .....

b) The tree is a .....

c) It was called 'Banyan' because Hindu merchants or Baniyas used to .....

d) It is a big tree, and spreads over a great area, because it ..... .

e) When it grows in open places in the village it ..... .

f) The leaves are ..... .

g) There is a big Banyan tree in ..... .



Notes

2. Put T against the statements that are correct and F against the ones that are incorrect.

a) The banyan tree grows near the sea.

b) Villagers enjoy sitting in the shade of the tree.

c) The tree was called 'The Banyan Tree' by the Americans.

d) It is a small tree.

e) It grows well in towns.

f) Usually there are temples and shrines near it.

3. Words and phrases from the passage are given below. Select words from the box that mean the same, and write them down side by side.

variety	ordinary
common	provide
shrine	talk
rallying point	readily
gossip	places of worship
afford	bag
enormous	meeting place
slender	thin
pouch	big
	different

4. Give the passage a title.

22.2 SECTION II

All vertebrate or back-boned animal life in the world is divided into two classes, the warm-blooded animals and the cold-blooded. The former group includes those whose blood keeps a constant temperature and is little affected by the temperature of the surrounding air. The latter group includes fishes, frogs and reptiles whose blood temperature changes with the temperature of the surrounding atmosphere. The warm-blooded animals are further subdivided into Mammals (including human beings) which are covered with hair, bear live young and suckle them, and Birds, which are covered with feathers, lay eggs and as a rule make them hatch with the heat of their bodies.



Birds are the only feathered creatures in the world. At first sight it might seem that all birds are the same. They all fly about, build nests and lay eggs. A closer look will show that in fact birds life includes many forms which are very different from one another and which sometimes seem to bear very little relationship to one another after all. It includes the tiny humming bird which is not bigger than a man's thumb, and the ostrich which stands as high as a pony. It includes birds which can fly thousands of miles, and others like the penguins which cannot raise themselves off the ground. It includes birds which weave elaborate nests like the weaver birds, and other which lay their eggs straight on the ground without any preparation. It includes birds which require highly specialized foods, like vultures which will only eat dead animals, and still others like crows, which eat practically anything except metal. It includes birds like the domestic hen whose chicks start running about and scratching for themselves as soon as they are hatched, and others like parakeets and eagles whose chicks cannot leave their nests for several weeks. And finally, it includes birds which seem to be unable to live away from the company of man, and others which retreat and become extinct as soon as human beings come near the areas in which they live.

INTEXT QUESTIONS 22.2

I. 'Vertebrate' animals are those that

(a) have warm blood.

(b) have a back bone.

(c) walk on two legs.

2. Fishes, frogs and reptiles are those creatures

(a) which have no blood

(b) the temperature of whose blood changes with that of the outside atmosphere.

(c) the temperature of whose blood remains the same at all times.

3. Mammals have _____

(a) feathers.

(b) hair on their bodies.

(c) scales.

4. Birds can _____

(a) bear live young.



Notes

(b) adopt the young of other species.

(c) lay eggs and hatch them.

5. All birds _____

(a) lay eggs.

(b) fly.

(c) build nests.

2. Write T against the statements that are correct and F against the ones that are incorrect.

(a) All birds are small.

(b) The ostrich is a very tall bird.

(c) Vultures eat everything.

(d) All birds build nests.

(e) Some birds build very complicated nests.

(f) All birds can fly.

(g) All birds like to live with human beings.

(h) Birds are warm blooded.

3. The antonyms (words with opposite meaning) of the following words are given in the box below. Write them together

vertebrate	cold
warm	invertebrate
former	unaffected
affected	latter
live	low
high	wild
elaborate	dead
domestic	simple
unable	advance
retreat	able



CHECK YOUR ANSWERS

Intext Questions 22.1

1. The Banyan tree, meeting place for people, sit under it and transact business, sends down roots, reaches its full size, oval and shining, Shibpur, Calcutta.

2. F, T, F, F, F, F

3. Variety - different, common-ordinary, shrine -place of worship, rallying point - meeting place, gossip - talk, afford- provide

   enormous -big, slender-thin, pouch-bag

Intext Questions 22.2

1-b 2-b, 3-b, 4-c, 5-a

2. a-F, b-T, c-F, d-F, e-T, f-F, g-F, h-T

3. vertebrate - Invertebrate

   warm - cold

   former - latter

   affected - unaffected

   live - dead

   high - low

   elaborate - simple

   domestic - wild

   unable - able

   retreat - advance



Notes

302en23

23

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson, you will be able to:

- understand short themes-based passages and
- answer questions on them.

23.1 SECTION I

***R**ead the following case history of a man called Rajamani.*

*R*ajamani is a young boy of 12 years. He comes from a village in Tamil Nadu. His father is dead. Rajamani discontinued his education after class 6 to help his mother in running a tea shop. He has two elder brothers and two elder sisters.

About six months ago, he developed an eye infection for which he sought medical attention. He was given several intramuscular injections. During the course of the treatment he developed an abscess at the injection site.

A couple of months later, he got a pimple on his nose which remained for several weeks and then developed into septicemia which spread to the rest of his face. Meanwhile he also began to get skin lesions on his legs, along with getting ill with T.B.

When he came for treatment to Chennai with his family he was referred to the skin department of the Government General Hospital. His blood was tested for HIV at the AIDS cell of the Madras Medical College, and found to be positive. This pointed to contaminated needles or syringes as the likely source of HIV infection for Rajamani.

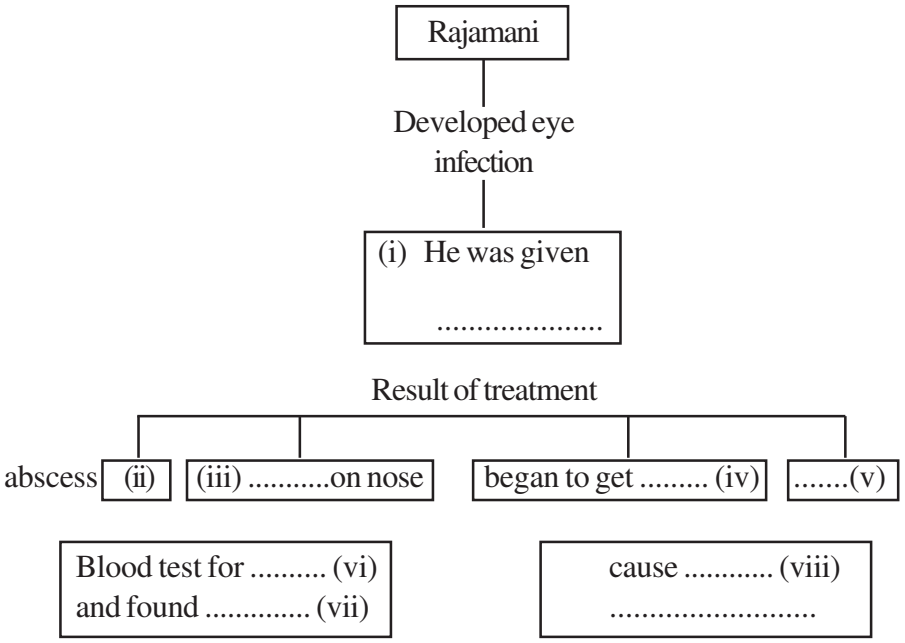
He has not progressed to AIDS yet, but is being treated for the last two months

for the Septicemia, skin lesion, and TB. He appears to be responding well to the treatment and will be discharged shortly.

This is a very sad case in point of infection through unsterilised needles and syringes which could have been easily avoided.

INTEXT QUESTIONS 23.1

1. On the basis of reading Rajamani's case history complete the following:



2. Find words used in the passage which mean similar to the following. Write those words/phrases

   a) tried to obtain (Para 2)

   b) a swollen and infected area (Para 2)

   c) damage to skin (Para 2, 4)

   d) dirtied (Para 4)

23.2 SECTION II

Finding alternative solutions has been a problem plaguing the medical community since HIV/AIDS was discovered. Let's read and learn about some such solutions.



Notes

A theatre troupe in Seshego township near Petersburg, South Africa uses theatre to educate the public about HIV/AIDS. *Phakama*, which means 'Rise, stand up,' travels throughout the township, bringing its message to the local population and encouraging participation. This is one of the many ways AIDS education has diversified to reach a wider audience and help stop the epidemic spread of the disease. Other methods of prevention have been sought, because creating a vaccine or even providing treatment for a disease that is constantly mutating and becoming resistant to drugs may take many more years.

The United Nations Educational Scientific and Cultural Organization has chosen to take a different approach in the fight against AIDS by using education, not medicine to stop its spread. UNESCO's strategy for HIV/AIDS preventive education states that the impact of the disease on society could be reduced by battling complacency, advancing commitment and improving care. It has created a five-part strategy based on advocacy at all levels, customizing the message for various socio-economic groups, changing risk behaviour and vulnerability, caring for the infected and the affected, and coping with the institutional impact of AIDS on society.

The critical factor for a renewed and effective strategy for preventive education is massive, unfailing and unrelenting advocacy at all levels and support of political authorities at the highest national level, according to UNESCO.

To achieve this, audiences worldwide, starting with those most at risk, must be reached in culturally appropriate ways, and preventive education must be interconnected with the local way of life.

Uneven distribution of knowledge is the main factor in the uneven distribution of infection rates worldwide. Comprehension and appreciation of prevention depend on many social factors, such as age, gender, education, economic conditions and religious beliefs.

The message must be tailored for different groups in order to enable them to understand and pass on the message. UNESCO believes that by disseminating information to help people understand what AIDS does to the body, it can reduce misconceptions and lessen vulnerability to the disease. However, it is important not to have negative campaigns as these often lead to stigmatization and discrimination.

AIDS can be prevented if children and young people learn how the virus spreads and do not participate in risky behaviour. No institution has a greater ability to affect all aspects of a community than schools, as they can reach the age group between 10 to 25, where most new infections occur each year.



Caring for both the infected and the affected has become more important, as AIDS has a greater effect on the population worldwide.

AIDS could undermine all health services, educational institutions and public services, making it increasingly difficult to maintain government and stability because of the loss of human capital. As UNESCO stated, the critical task is to protect the core functions of the key social, economic and political institutions from the onslaught of HIV/AIDS. By using education to prevent AIDS rather than relying on medicine to treat it, UNESCO has placed the responsibility to Governments, the education systems and people themselves. Only through commitment can this strategy be given the opportunity to save lives and lessen the impact of AIDS on society.

INTEXT QUESTIONS 23.2

1. Answer the following questions

   a) Name the theatre group that is working to combat AIDS.

   b) How is the UNESCO fighting the AIDS menace?

   c) Mention two main points of the UNESCO education strategy on AIDS.

   d) Why are schools so important in UNESCO's fight against AIDS?

   e) Why is it important to control AIDS?

2. Give below are some words. They are opposites of some words used in the passage. Find those words and write them in the blanks given.

   a) narrow _____

   b) contain _____

   c) not important _____

   d) enlarge _____

   e) neglect _____

CHECK YOUR ANSWERS

Intext Questions 23.1

(i) interamuscular injections



Notes

(ii) at the injection side

(iii) pimple

(iv) skin lesions on his legs

(v) ill with T.B.

(vi) HIV

(vii) to be positive

(viii) contaminated needles or syringes

2. (a) sought

(b) abscess

(c) infection

(d) contaminated

Intext Questions 23.2

1. a. Phakama

b. by educating people

c. battling complacency and advancing commitments.

d. cater to age group 10-25 years

e. to preserve human capital.

2. wider, advance, important, lessen, protect.



24

302en24

READING WITH UNDERSTANDING

OBJECTIVES

At the end of this lesson you will be able to:

- understand short themes-based passages and
- answer questions on them.

24.1 SECTION I

On this International Day against Drug Abuse and Illicit Trafficking, we celebrate the choice that millions of people around the world have made to live healthily, and we applaud the courage shown by those who have stopped using drugs. In doing so, we send a positive message to all people who use or might be tempted to use drugs: 'Value yourself… make healthy choices.'

This day is also an occasion to highlight the fact that nearly 200 million people are still consuming illegal drugs. These drugs might have names that sound colourful or enticing, such as crack, pot, junk, crystal meth, and disco biscuits. But these are little more than tickets to a dead end. For those trapped by addiction, treatment is a way out, and the choice to seek treatment is not only courageous, but often life-saving. Those who have not ventured down the path of drug abuse should learn the lesson from those who have, and firmly choose not to.

Making healthy choices also means choosing a lifestyle that has positive effect on the body and mind, including, for example, participation in sports to improve health and well-being, teach the value of teamwork and discipline, and build self-confidence.

(Message by The Secratery General, UN on the occassion of the International Day against Drug Abuse and Illicit Trafficking, 26th June, 2005)



Notes

INTEXT QUESTIONS 24.1

1. Based on your understating of the message given above, answer the following questions.

a) What is the occasion for this message?

b) What message has been conveyed through this passage? To whom is the message addressed?

c) Why does the writer say that those who are not drug addicts should firmly choose not to fall victim to drug addiction?

d) To what healthy choices does the author refer?

e) What should people resolve on the occasion?

f) What does the author mean when he says, "Let us encourage all our fellow human beings to make personal choices to lead healthy lives?"

2. Which words in the message means similar to the following:

a) not allowed by law (Para 1) _____

b) to express praise/appreciation (Para 1)

c) falling victim to an evil design (Para 2) _____

d) taking step into danger knowingly (Para 2) _____

24.2 SECTION II

1. Drug addiction is a treatable disorder. Through treatment that is tailored to individual needs, patients can leave their condition and live normal, productive lives. Like people with diabetes or heart disease, people in treatment of addiction learn behavioural changes and often take medications as part of their treatment regimen.

2. Behavioural therapies can include counselling, psychotherapy, support groups, or family therapy. Treatment offers help in suppressing the withdrawal syndrome and drug craving and in blocking the effects of drugs. Studies show that treatment for heroin addiction using methadone at an adequate dosage level combined with therapy reduces death rates and many health problems associated with heroin abuse.

3. In general, the more treatment given, the better the results. Many patients



require other services as well, such as medical and mental health services and HIV prevention services. Patients who stay in treatment longer have better outcomes than those who stay less time. Patients who go through medically assisted interventions with minimized discomfort but do not receive any further treatment, perform about the same in terms of those who were never treated. Over the last 25 years, studies have shown that treatment works to reduce drugs and crimes committed by drug-dependent people. Researchers also have found that drug abusers who have treatment are more likely to have jobs.

4. The ultimate goal of all drug abuse treatment is to enable the patient to achieve lasting abstinence, but the immediate goals are to reduce drug use, improve the patient's ability to function, and minimize the medical and social curse of drug abuse.

5. There are several types of drug abuse treatment programmes. Short-term methods last less than 6 months and residential therapy, medication therapy, and drug-free outpatient therapy. Longer term treatment may include for example, methadone maintenance outpatient treatment for opiate addicts and residential therapeutic communication treatment.

INTEXT QUESTIONS 24.2

1. Complete the following passage with the information contained in the passage.

   Drug addiction is _____ can be treated. The treatment given to the addicts is according to _____ needs. After treatment the patient can _____ life. The treatment makes certain behavioural changes. This therapy includes _____ _____ and _____. This treatment suppresses _____ and _____. Use of adequate dose of methadone combined with behavioural therapy reduces _____ and _____ associated with herion abuse.

   If the patient gets treatment _____ the results are better. As a result of treatment number of _____ committed by the drug addicts comes down. Main aim of drug abuse treatment is _____ and _____ function.

2. Which words in the passage mean similar to the following:

   a) to put an end to something. _____ .

   b) most important/main (Para 4) _____ .



Notes

c) To have effect for a long time (Para 4) _____ .

d) Enough is quantity (Para 2).

CHECK YOUR ANSWERS

Intext Question 24.1

a) International Day against Drug Abuse and Illicit Trafficking

b) Message: 'Value yourself '— make healthy choices to people who are not yet drug addicts but might be tempted.

c) Drug addiction leads to dead end.

d) Choosing life style leading to positive effect on the mind and body or they may participate in sports, learn values of team work and discipline.

e) That they would create and live in a drug free society and that people should lead healthy life.

f) That people should create environment that would encourage people to lead healthy life and adopt positive outlook

2. a) Illicit b) Applaud

c) Trapped d) Ventured

Intext Question 24.2

1. a disorder, individual, lead a normal, counselling, psychotherapy, family therapy, withdrawl syndrome, drug craving, death rate, many health problems, for long, crimes, to reduce drug use, improve patient's ability to.

2. a) suppress

b) ultimate

c) lasting

d) adequate



25

302en25

BHOLI

A little girl Bholi fails to develop self confidence due to her parental attitude. Read the lesson and find out, how?

OBJECTIVES

At the end of the lesson, you will be able to:

- explain the importance of emotional security and family support for children;
- indicate the need of love, encouragement and education for the disabled to fight against their odds;
- demonstrate the use of simple past and past perfect tense in speech and writing.
- use appropriate form of words in context.

25.1 SECTION I

From her very childhood Bholi was a little slow. She had smallpox marks on her face and she stammered. Why did her teacher take special interest in her? Did Bholi measure up to her teacher's expectations?

Her name was Sulekha, but since her childhood everyone had been calling her Bholi, the simpleton.

She was the fourth daughter of *Numberdar* Ramlal. When she was ten months old, she had fallen off the cot on her head and perhaps it had damaged some part of her brain. That was why she remained a backward child and came to be known as Bholi, the simpleton.



Notes

Bholi

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla's marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

But Ramlal was worried about Bholi. She had neither good looks nor intelligence.

Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The *Tehsildar sahib* came to perform its opening ceremony. He said to Ramlal, "As a revenue official you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughters to school."

That night when Ramlal consulted his wife, she cried, "Are you crazy? If girls go to school, who will marry them?"

But Ramlal had not the courage to disobey the *Tehsildar.* At last his wife said, "I will tell you what to do. Send Bholi to school. As it is, there is little chance of her getting married, with her ugly face and lack of sense. Let the teachers at school worry about her."

The next day Ramlal caught Bholi by the hand and said, "Come with me. I will take you to school." Bholi was frightened. She did not know what a school was like. She remembered how a few days ago their old cow, Lakshmi, had been turned out of the house and sold.

"N-n-n-n NO, no-no-no," she shouted in terror and pulled her hand away from her father's grip.

"What's the matter with you, you fool?" shouted Ramlal. "I am only taking you to school." Then he told his wife, "Let her wear some decent clothes today, or else what will the teachers and the other schoolgirls think of us when they "see her?"

New clothes had never been made for Bholi. The old dresses of her sisters were



passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washings and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and matted hair. Only then did she begin to believe that she was being taken to a place better than her home!

INTEXT QUESTIONS 25.1

A. 1. What incident made Bholi a backward child?

2 At what age did Bholi have an attack of small pox? What was its effect on her looks?

3 Why did Bholi talk very little? Give two reasons.

4 What kind of farmer Ramlal was? What was his worry about Bholi.

5 Why did the Tehsildar ask Ramlal to send his daughters to school? Give two reasons.

6 Why Ramlal's wife disagreed when he consulted her for sending Bholi to school?

7 How finally Ramlal's wife agreed to send Bholi to school?

8 Why Bholi felt frightened at the idea of being taken to school? Give two reasons.

9 New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. What light does this statement reflect about her parents behaviour.

B. Activity

You noticed your younger brother mimicking his friend (who limps) and making fun of him. Write a paragraph in about 100 words to make him understand that it was not desirable. You may use the following clues:

- it can happen to any body,
- he cant help it.
- it will hurt him emotionally and move his self confidence.

C. Inferential questions

1. Pickup the relevant facts from the unit which suggest that the society was against girls education.



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2. Pickup two examples from the unit that suggest discriminatory behaviour of Bholi's parents.
3. Going to school was turning point in Bholi's life. Elaborate the statement with examples from the story

25.2 SECTION II

A girl who had not heard the name of school or who did not know what a school was and who felt terrified to go to school developed attachment with the school. How did it happen? Read the second unit of the story.

When they reached the school, the children were already in their classrooms. Ramlal handed over his daughter to the headmistress. Left alone, the poor girl looked about her with fear-laden eyes. There were several rooms, and in each room girls like her squatted on mats, reading from books or writing on slates. The headmistress asked Bholi to sit down in a corner in one of the classrooms.

Bholi did not know what exactly a school was like and what happened there, but she was glad to find so many girls almost of her own age present there. She hoped that one of these girls might become her friend.

The lady teacher who was in the class was saying something to the girls but Bholi could understand nothing. She looked at the pictures on the wall. The colours fascinated her—the horse was brown just like the horse on which the *Tehsildar* had come to visit their village; the goat was black like the goat of their neighbour; the parrot was green like the parrots she had seen in the mango orchard; and the cow was just like their Lakshmi. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

"What's your name, little one?"

"Bh-Bho-Bho." She could stammer no further than that.

Then she began to cry and tears flowed from her eyes in a helpless flood. She kept her head down as she sat in her corner, not daring to look up at the girls who, she knew, were still laughing at her.

When the school bell rang, all the girls scurried out of the classroom, but Bholi dared not leave her corner. Her head still lowered, she kept on sobbing.

"Bholi."

The teacher's voice was so soft and soothing! In all her life she had never been called like that. It touched her heart.



"Get up," said the teacher. It was not a command, but just a friendly suggestion. Bholi got up.

"Now tell me your name."

Sweat broke out over her whole body. Would her stammering tongue again disgrace her?' For the sake of this kind woman, however, she decided to make an effort. She had such a soothing voice; she would not laugh at her.

"Bh-Bh-Bho-Bho," she began to stammer.

"Well done, well done," the teacher encouraged her. "Come on, now — the full name?"

"Bh-Bh-Bho-Bholi." At last she was able to say it and felt relieved as if it was a great achievement.

"Well done." The teacher patted her affectionately and said, "Put the fear out of your heart and you will be able to speak like everyone else."

Bholi looked up as if to ask, "Really?"

"Yes, yes, it will be very easy. You just come to school every day. Will you come?" Bholi nodded. "No, say it aloud."

"Ye-Ye-Yes." And Bholi herself was astonished that she had been able to say it.

"Didn't I tell you? Now take this book."

The book was full of nice pictures and the pictures were in colour — dog, cat, goat, horse, parrot, tiger and a cow just like Lakshmi. And with every picture was a word in big black letters.

"In one month you will be able to read this book. Then I will give you a bigger book, then a still bigger one. In time you will be more learned than anyone else in the village. Then no one will ever be able to laugh at you. People will listen to you with respect and you will be able to speak without the slightest stammer. Understand? Now go home, and come back early tomorrow morning."

Bholi felt as if suddenly all the bells in the village temple were ringing and the trees in front of the school-house had blossomed into big red flowers. Her heart was throbbing with a new hope and a new life.

Thus the years passed.



Notes

INTEXT QUESTIONS 25.2

(A) Complete the following sentences:

1. Bholi was taken to school by her father because …….. .
2. Bholi was ……. when she reached school and saw so many girls of her age.
3. Bholi liked ……. pictures on the wall.
4. The teacher, in the class, asked Bholi …….
5. Bholi stammered and …….. when the teacher talked to her.
6. The teacher's ……. address touched Bholi's heart.
7. She felt relaxed and relieved because ……..
8. Bholi could stammer her full name later because ……
9. Bholi was no longer scared of the teacher or anybody else in the class because ……..
10. Bholi was assured by the teacher that soon in a month's time she would be able to i) …….. and ii) ……..
11. Bholi felt (i) ……. at these assurances of the teacher and she became hopeful of (ii) ……..

(B) Find words from the passage which have similar meanings.

i) sit on one's heels with knees bent up

ii) frightened

iii) attracted

iv) paid attention

v) examine closely

(C) Here is a table of cause and effect of certain actions and events match them.

Cause	Effect
1. Bholi was nervous.	A. Bholi kept looking at the pictures in the classroom.
2. The teacher assured Bholi that she would get respect from all and she would be the most learned person.	B. Bholi was sweating all over her body.



3. The teacher patted Bholi affectionately.	C. Bholi became hopeful of a better tomorrow.
4. Bholi couldn't understand what the teacher taught.	D. the class girls were laughing at her.
5. The headmistress had asked her to sit there in the corner.	E. Bholi could overcome her nervousness soon.
6. There were many girls of Bholi's age in the class.	F. Bholi hoped she would make friend with any one of the girls.
7. The teacher asked Bholi to getup in a suggested manner.	G. Bholi sat in a corner of the class.
8. She feared her stammering tongue would betray and disgrace her again.	H. Bholi's heart throbbed with new hope for new life.
9. The teacher was very encouraging and spoke in soothing words.	I. Bholi had no fear of being laughed at.
10. The teacher affectionately patted her.	J. Bholi left the corner where she sat for a long time.
11. The teacher assured better treatment from people of the village.	K. Bholi felt cheered up and confident.

25.3 SECTION III

You have read that the simple little girl Bholi who had deep pock marks was regarded as a backward child. Her father sent her to school where she sat in a corner and looked around with fear. The teacher tried to encourage her to speak. Over the years Bholi had learnt a lot and also gained a lot of confident.

Read the unit III to find out how Bholi showed her confidence and her decision making faculty.

The village became a small town. The little primary school became a high school. There were now a cinema under a tin shed and a cotton ginning mill. The mail train began to stop at their railway station.

One night, after dinner, Ramlal said to his wife, "Then, shall I accept Bishamber's proposal?"

"Yes, certainly," his wife said. "Bholi will be lucky to get such a well-to-do bridegroom. A big shop, a house of his own and I hear several thousand in the bank. Moreover, he is not asking for any dowry."

"That's right, but he is not so young, you know — almost the same age as I am — and he also limps. Moreover, the children from his first wife are quite grown up."



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"So what does it matter?" his wife replied. "Forty-five or fifty —it is no great age for a man. We are lucky that he is from another village and does not know about her pock-marks and her lack of sense. If we don't accept this proposal, she may remain unmarried all her life."

"Yes, but I wonder what Bholi will say."

"What will that witless one say? She is like a dumb cow."

"May be you are right," muttered Ramlal.

In the other corner of the courtyard, Bholi lay awake on her cot, listening to her parents' whispered conversation.

Bishamber Nath was a well-to-do grocer. He came with a big party of friends and relations with him for the wedding. A brass-band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse. Ramlal was overjoyed to see such pomp and splendour. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were envious of her luck.

When the auspicious moment came the priest said, "Bring the bride."

Bholi, clad in a red silken bridal dress, was led to the bride's place near the sacred fire.

"Garland the bride," one of his friends prompted Bishamber Nath.

The bridegroom lifted the garland of yellow marigolds. A woman slipped back the silken veil from the bride's face. Bishamber took a quick glance. The garland remained poised in his hands. The bride slowly pulled down the veil over her face.

"Have you seen her?" said Bishamber to the friend next to him "She has pock-marks on her face."

"So what? You are not young either."

"May be. But if I am to marry her, her father must give me five thousand rupees."

Ramlal went and placed his turban — his honour — at Bishamber's feet. "Do not humiliate me so. Take two thousand rupees."

"No. Five thousand, or we go back. Keep your daughter."

"Be a little considerate, please. If you go back, I can never show my face in the village."

'Then out with five thousand."

Tears streaming down his face, Ramlal went in, opened the safe and counted out the notes. He placed the bundle at the bridegroom's feet.



On Bishamber's greedy face appeared a triumphant smile. He had gambled and won. "Give me the garland," he announced.

Once again the veil was slipped back from the bride's face, but this time her eyes were not downcast. She was looking up, looking straight at her prospective husband, and in her eyes there was neither anger nor hate, only cold contempt.

Bishamber raised the garland to place it round the bride's neck; but before he could do so, Bholi's hand struck out like a streak of lightning and the garland was flung into the fire. She got up and threw away the veil.

"Pitaji!" said Bholi in a clear loud voice; and her father, mother, sisters, brothers, relations and neighbours were startled to hear her speak without even the slightest stammer.

"Pitaji!" Take back your money. I am not going to marry this man."

Ramlal was thunderstruck. The guests began to whisper, "So shameless! So ugly and so shameless!"

"Bholi, are you crazy?" shouted Ramlal. "You want to disgrace your family? Have some regard for our *izzat!"*

"For the sake of your *izzat,"* said Bholi, "I was willing to marry this lame old man. But I will not have such a mean, greedy and contemptible coward as my husband. I won't, I won't, I won't."

"What a shameless girl! We all thought she was a harmless dumb cow."

Bholi turned violently on the old woman, "Yes, Aunty, you are right. You all thought I was a dumb-driven cow. That's why you wanted to hand me over to this heartless creature. But now the dumb cow, the stammering fool, is speaking. Do you want to hear more?"

Bishamber Nath, the grocer, started to go back with his party. The confused bandsmen thought this was the end of the ceremony and struck up a closing song.

Ramlal stood rooted to the ground, his head bowed low with the weight of grief and shame.

The flames of the sacred fire slowly died down. Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"

And Sulekha said in a voice that was calm and steady, "Don't you worry, *Pitaji!* In your old age I will serve you and Mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"



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The teacher had all along stood in a corner, watching the drama. "Yes, Bholi, of course," she replied. And in her smiling eyes was the light of a deep satisfaction that an artist feels when he contemplates the completion of his masterpiece.

- K.A. Abbas

INTEXT QUESTIONS 25.3

1. State whether the statements given below are True (T) or False (F):
   (a) The village did not change at all.
   (b) Ramlal's wife was in a hurry to marry off Bholi to anyone.
   (c) Ramlal was reluctant to get Bholi married to Bishamber.
   (d) On seeing the grand wedding Bholi's sister envied Bholi's luck.
   (e) Bholi's father readily gave Rs. 5,000/- to the bridegroom.
   (f) In the end the dumb cow Bholi had gathered enough courage to face any difficulty.
2. Tick the right choice. Bishmaber had asked for Rs. 5,000/- because:
   (a) he did not want to marry Bholi.
   (b) he wanted to humiliate Bholi.
   (c) he had gambled and won.
   (d) he urgently needed some money.
3. Tick the right answer. Bholi's decision not to marry Bishamber showed that she was now:
   (a) shameless and ill-mannered.
   (b) bold and confident.
   (c) a dumb and harmless cow.
   (d) sharp and rude.
4. What changes came over the village in a few years?
5. How was Bishamber a well to do bridegroom?
6. Why did Bholi's mother not consult Bholi for her marriage?
7. What condition did Bishamber lay down to marry Bholi and why?



8. Why did Bholi refuse to marry Bishamber?
9. There was a light of deep satisfaction in the teacher's eyes. Why?
10. Find words from the passage which mean the same as under:
    (a) of good omen
    (b) jealous
    (c) victorious
    (d) despicable
    (e) to consider
11. Given below are the events in a jumbled form. Rewrite them in order as they occur in the story.
    (a) Bishamber refused to marry Bholi and demanded money.
    (b) The marriage was a show of great pomp and splendour.
    (c) The teacher felt a deep satisfaction on seeing Bholi as a bold and confident girl.
    (d) The bandsmen got confused and struck up a closing song.
    (e) Bishamber was considered a well to do bridegroom for Bholi by her parents.
    (f) Bholi confidently told her father to take back the money and refused to marry Bishamber.
    (g) A great transformation had taken over the village.
    (h) The guests called Bholi shameless and a disgrace to the family.

GRAMMAR

Describing words: Adjectives

Read the describing words given below:

a. small town.
b. well-to-do bridegroom
c. big shop
d. dumb cow
e. decorated house

Notice that all the above words describe the underlined words. They tell us something more about them. So, these words are called describing words or adjectives.



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Lets read some more examples of describing words from the lesson 'Bholi'.

a. grand wedding
b. suspicious moment
c. red silken bridal dress
d. sacred fire
e. greedy face

1. List out some more describing words from Unit III.
2. Complete the passage given below with adjectives given in the box:

perfect	happy	pleasant	luxury	enjoyable
cloudy	content	green	clear	nearby
quiet	delicious			

It was a ____ and ____ day. A ____ day to go out for a picnic. We decided to book a ____ bus and go to the ____ lake. The lake was full of ____ water and the ____ meadows were an added attraction. Many picnickers had surrounded the place but we managed to get a ____ place near the trees. The ____ food was a pleasure to eat. We returned ____ and ____ after an ____ picnic.

3. Word Formation

Look at the table given below. The words appear in the Ist and 2nd unit of the lesson 'Bholi'. Notice the word transformation. Some words (nouns) have been transformed to verbs and some to adjectives.

Noun	Verb	Adjectives
intelligence	-	intelligent
ceremony		ceremonial, ceremonious
consultation	consult	
courage		courageous
fascination	fascinate	
suggestion	suggeste	
achievement	achieve	
encouragement	encourage	
affection	affectionate	
astonishment	astonish	



4. Transform the nouns given below in verbs and vice versa:

Nouns	Verbs
a. Conversation	_____
b. _____	humiliate
c. Consideration	_____
d. _____	announce
e. Satisfaction	_____
f. _____	contemplate
g. Completion	_____



OVERALL QUESTIONS

1. Bholi's meeting with her teacher was a turning point in her life. From then on there was no looking back. She bloomed into a thinking individual with self esteem and decision-making skills. Illustrate this with examples from the story.
2. Society is by and large insensitive to a person who does not fit into its concept of 'normal'. Illustrate this with reference to Bholi's situation.
3. Do you think Bholi would have had a better childhood if her parents had been suitably advised or counseled? Discuss, mentioning her parents attitude and general treatment given to her.

VOCABULARY ENRICHMENT

1. Fill in the blanks with suitable words given in the brackets.

   Bholi suffered _____ (disfigure, disfigurement) following a bout of small pox. As a results she became withdrawn and spoke very seldom. When she did speak it was with a _____ (stammer, stammering) and children mimicked her. This _____ (mimic, mimicking) and _____ (humiliate, humiliation) prevented her _____ (grow, growth).

   Then she met her teacher who treated Bholi with _____ (understand, understanding) and spoke to her as to an _____ (intelligence, intelligent) person. She provided her with a book to read and a lot of _____ (encourage, encouragement). As a result she lost her fear and blossomed into a self confident girl. This was her _____ (triumph, triumphant) over her short coming.



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2. Read the following sentences and complete them using the correct form of the words given below.

disgrace	terror	disobey	respect	place
suggest	consider	contempt	achieve	satisfy

1. Making fun of others and calling their names is _____ behaviour. We must learn to _____ the individuality of persons and treat no one in a _____ manner.
2. Hard work and perseverance can help anyone to earn a _____ _____ in society.
3. _____ is looked upon as a serious offence in the army. No _____ is shown towards a rule breaker.
4. I was _____ of the dark. My friend _____ that I should overcome my fear by practising stepping into a familiar dark _____ to begin with. I think his _____ has helped me in controlling this _____ of the dark that I had.
5. As I look back at my _____ with _____ I remember my teacher who showed me the right direction.

GRAMMAR

Simple Past and Past Perfect Tense

1. In each of the following sentences two sets of events are given. Read these and complete the table as indicated.
   a) Bholi was given a dress which her sister had discarded.
   b) When the teacher came up to Bholi, all the girls had left.
   c) Bholi went to school after her father had been advised by the Tehsildar.
   d) The teacher was worried because Bholi had not spoken a single word.
   e) Bholi decided not to marry Bishamber after he had demanded extra money from her father.

No.	Event that happened first	Event that happened later
a.	...sister had discarded her dress	Bholi was given the (same) dress…
b.		
c.		
d.		
e.		



The verbs under the first heading 'Events that took place first' are in the Past Perfect Tense (had + Past Participle). The tense acquires meaning and perspective when it is contrasted with simple Past Tense (in column 2)

2. Fill in the blanks with the correct form of the words given in brackets.
   a. When the authorities _____ (wake up), most of the forest _____ _____ (disappear).
   b. Children in that village _____ (be) healthy because their parents _____ _____ _____ (taken care) of their immunization.
   c. I _____ (can) decide quickly since my teacher _____ _____ (teach) me how to take conscious decisions, way back in school.
   d. Everyone _____ (appreciate) the lovely painting that she _____ _____ (make)
   e. We _____ (run) outside to look at the new car uncle_____ _____ (buy)
   f. My aunt _____ (like) the sweater I _____ _____ (knit) for her.
3. Look at the situations and complete the sentences below
   a. A: When _____ you _____ the film?
      B: I saw it last week.
   b. A: _____ _____ you _____ _____to the police?
      B: I was afraid to do so.
   c. A: _____ _____ you _____ for your holiday.
      B: Oh, we went to Kashmir.
   d. A: _____ _____ the principal _____ you?
      B: He told me to be careful in future.
   e. A: _____ _____ you last _____ your medicines?
      B: About an hour back.
4. Look at these sentences. They present the negative form of Past tense. For example: They were not worried about the examination so they did not study.

   Complete the sentences below:
   a. You were sleeping so deeply when I came in, so I _____ (not disturb) you.
   b. It was raining the whole day, so I _____ _____ _____ (not go) out.

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c. Sumeet was deeply hurt by Rekha's word, so he _____ _____ _____ (not attend) her party.

d. The man looked suspicious, so Deepak _____ _____ _____ (not let) him enter the house.

e. The road looked very crowded, so I _____ _____ _____(not take) it. I took a different route.

COMPREHENSION

Read the following passage and answer questions that follow:

Do you remember the arguments that you had with your parents during adolescence? How you disagreed on various issues? You must have expected to be treated as a 'grown up', to be allowed to take your own decisions, to be given more freedom, and so on and your parents may have refused. You must have resented the restraints imposed by them. You must have not liked your parent's objections to the things that you wanted to do. You may have felt at that time that your parents do not understand you; that they do not love you, and this may have made you feel irritated and miserable.

So, what would you suggest to the parents of adolescents? Yes, first of all, as has been mentioned earlier, they should educate their children about the rapid changes during adolescence; they should appreciate the adolescent's troubled emotional state due to the physical changes and be more tolerant; they should stop treating the adolescent as if she is still a child; they should be understanding, and should be both friends and guides to the adolescent.

Lack of control by parents is also harmful. If parents do not impose any constraints on the adolescents, then they have a tendency to go astray and choose the wrong path, and later become difficult to discipline. Such adolescents feel let down and think that nobody cares for them. Hence some discipline from parents is necessary.

The kind of disciplinary techniques that parents use has a great impact on the adolescent. If parents are very strict and do not give the adolescents a chance to speak on any matter, then the adolescents may go against their wishes. On the other hand, if they would reason out and give the adolescents a chance to express their opinion, adolescents would also listen to and respect their parents.

1. Read the passage and give it a suitable title.

2. Adolescents like to be treated as _____.

   a) children



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b) grown-up

c) equals

3. The resentment of adolescents stems from their parents _____

a) refusing to talk to them

b) refusing to advice them

c) putting restrictions on them

4. Many adolescents feel miserable and irritable because they think_____

a) their parents do not love them

b) their parents do not understand them

c) their parents put too much responsibility on them

5. Parents ought to _____

a) allow adolescents to go their way

b) impose a strict discipline on adolescent

c) impose a reasonable amount of discipline on adolescent

6. Read the passage again and state whether the following statements are True or False.

a) Parents should educate their children about the changes that occur during adolescents.

b) They should treat adolescents as children.

c) When there is not discipline adolescents feel let down.

d) Parents should give a patient hearing to their children and hear their views.

e) Adolescents never listen to reason.

7. Complete these sentences based on your understanding of the text.

a) often a clash of _____ gives rise to disagreement between adolescents and their parents.

b) Too much of _____ affects the adolescents adversely. They might become rebellious.

c) Parents should handle the adolescents with (i) _____ and (ii) _____. They should act as _____ and _____ .

d) If parents give the adolescents a very long rope they might be in the danger of going (i) _____. Hence a bit of (ii) _____ is necessary.

e) Adolescents respect parents who give them a chance to express their (i) _____ . This leads to mutual (ii) _____ and (iii) _____.



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8. Answer the following questions by selecting the correct alternatives.

   a) The text is a factual description/narration.

   b) The text favours parents/adolescents/none

   c) The text is in the simple present Tense because it talks of facts/it presents opinions/it narrates events.

LET'S WRITE

1. Write a case history of a girl child or boy of your locality who was denied the right to education.
2. Write a letter to the editor of a local newspaper to express your views how child labour is a waste of human wealth.
3. Write a case history of a boy who had fallen prey to smoking and drugs.

Followup: Prepare a case history of any such case followed by preparing a poster to create awareness against such a practice.



CHECK YOUR ANSWERS

Intext Questions 25.1

1. Bholi had fallen off form the cot and some part of her brain was damaged.
2. Bholi had an attack of small pox when she was only two years old. It left black pock-marks on her whole body only eyes remained intact.
3. Bholi talked very little because she stammered while speaking. She developed inhibition. Secondly she was laughed at and mimicked by the children.
4. Ramlal was a prosperous farmer. He was worried about Bholi's marriage as she had neither good looks nor intelligence.
5. Tehsildar asked Ramlal to send his daughter to school because- a new primary school for girls was opened and new admission were required. Secondly Ramlal being representative of government in the village was expected to get an example before the villagers.
6. Ramlal's wife didn't agree to send her daughters to school because of her apprehension that it would be difficult to get them married off if they were educated.
7. Ramlal's wife suggested him to sent Bholi because- It would satisfy Tehsildar and secondly Bholi being with ugly face and little sense had very little chance



to get married

8. Bholi was frightened at the idea of being taken to school because:

(i) she had no idea of what a school is,

(ii) She had seen earlier a cow being taken out of the house to be sold.

9. She was neglected and treated as a second grade member in the family. Her needs and emotions were never given any consideration. In other words Bholi's parents had discriminatory attitude towards her.

Intext Questions 25.2

(A)

1. …. The Tehsildar had insisted that his daughter's should be sent to the village school to set an example.
2. …. Excited/glad
3. ….colourful ….
4. ….to get up and tell her name ….
5. …. Could tell full word ….
6. …. Soft and soothing ….
7. ….no one had ever called ….
8. …. The teacher encouraged her
9. …. The teacher was kind and sympathetic
10. (i) read the school book and then she would get bigger books

    (ii) She would be more learned than anyone else in the village/no one would laugh at her/people in the village will speak with respect/she would be able to speak without the slightest stammer.

11. (i) relaxed/relieved

    (ii) a new life

(B) i) squat

ii) fear-laden

iii) fascinated

iv) noticed



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v) look at

(C) 1 – D, 2- H, 3- K, 4 –A, 5- G, 6-F, 7-J, 8-B, 9-E, 10-I, 11- C

Intext Questions 25.3

1. a. False b. True
   c. True d. True
   e. False f. True
2. c. he had gambled and won
3. b. Bold and confident
4. Village became a small town. Primary school became a high school. A cinema hall and a cotton ginning mill had come up. The mail train had began to stop.
5. Bishamber had a big shop, a house of his own and several thousand rupees in the bank.
6. The mother regarded Bholi as a senseless, dumb cow. She felt Bholi did not have enough courage to either refuse or revolt.
7. Because of her ugly face covered with pock marks. He asked for five thousand rupees.
8. Because Bholi felt the old and lame Bishamber was a greedy and despicable man.
9. Because the teacher was satisfied that learning in the school had transformed the stammering dumb cow Bholi into a very bold and confident girl
10. a. auspicious d. contemptible
    b. envious e. contemplate
    c. triumphant
11. Sequence of the story
    a. g b. e
    c. b d. a
    e. f f. h
    g. d h. c

Grammar

1. a. triumphant smile



b. a clear loud voice

c. greedy and contemptible coward

d. harmless dumb cow

e. heartless creature

f. confused bandsman

g. calm and steady voice

2. i) pleasant ii) cloudy iii) perfect iv) luxury
v) nearby vi) clear vii) green viii) quiet
ix) delicious x) happy xi) content xii) enjoyable

4. a. converse

b. humiliation

c. considerate

d. announcement

e. satisfy

f. contemplation

g. complete

Overall Questions

1. • Teacher was the first person who showed her respect as individual.
   • Earlier she was neglected, treated as dumb cow
   • Under teacher's guidance read books, learnt and obtained education.
   • Learnt to be self-reliant and self-confident
   • Was able to take decisions and did not let anyone push her-even into marriage.

2. A person with a physical/mental shortcoming or a person quiet and withdrawn normally rejected by society.

- Bholi's own mother called her names was neglected her. Was unwilling to send her to school.
- Her friends mocked at her. People humiliated her. No one interacted with her leading to her insecurity and stammer.
- People were outraged to find her speak her mind at her marriage and called her Shameless as if they wanted her to remain suppressed for ever.



Notes

Bholi

3. Bholi's mother and father too in an indirect way neglected her thinking. She was ugly, dumb and slow. (no bath, old clothes, no interaction).

- This was partly out of ignorance.
- Had they been counselled how to make a 'challenged' person's live meaningful they would not have neglected her.
- It was Tehsildar who stepped in to bring about a change in her life.
- Her parents needed to be told that even she could achieve in life.

Vocabulary

1. disfigurement stammer mimicking humiliation
   growth understanding intelligent encouragement
   triumph
2. 1. disgraceful, respect, contemptuous.
   2. respectable place
   3. disobedience, consideration
   4. terrified, suggested, place, suggestion, terror
   5. achievements, satisfaction

Grammar

1.	Events that happened first	Events that happened later
a)	… sister <u>had discarded</u> (her dress)	Bholi was given the (same) dress
b)	… the girls <u>had left</u> (the school)	Teacher came up to Bholi
c)	… father <u>had been advised</u> by the Tehsildar	Bholi went to school
d)	Bholi <u>had not spoken</u> a single word	The teacher was worried
e)	Bishamber <u>had demanded</u> extra money from her father	Bholi decided not to marry him

2. a) woke up, had disappeared
   b) were, had taken care
   c) could, had taught



d) appreciated, had made

e) van, had bought

f) liked, had knitted

3. a) When did you see the film?

b) Why did you not report to the police?

c) Where did you go for your holiday?

d) What did the principal tell you?

e) When did you last take your medicines.

4. a) did not disturb

b) did not go

c) did not attend

d) did not let

e) did not take

Passage for comprehension

1. Any suitable tile carrying the idea about Role of Parents in the life of an adolescent
2. b
3. c
4. b
5. c
6. (a) True

(b) False

(c) False

(d) True

(e) False

7. (a) ideology

(b) discipline

(c) (i) understanding

Bholi



Notes

(ii) sympathy

(iii) friends, guides

(d) (i) astray

(ii) control

(e) (i) emotions/opinions

(ii) understanding

(iii) respect

8. (a) narration

(b) adolescent

(c) the text is in the simple present tense because it talks of facts.

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302en26A

THE RECEPTION DESK AND YOU

*M*ost organizations are run by a group of individuals or by a team, and the receptionist is a member of that team. The receptionist works in what is called the 'Front Office'. The Front Office staff have a direct and personal contact with all guests and visitors. This makes the reception desk the focal point of any organization.

OBJECTIVES

At the end of this lesson, you will be able to:

- list front office jobs; and
- distinguish different kinds of conversation.

26.1 FRONT OFFICE DUTIES

Usually, the duties of a receptionist are to:

- Welcome the guests/visitors and offer them help
- Answer telephone calls effectively
- Attend to routine enquiries
- Take down messages left by visitors and callers and pass them on to the right persons as soon as possible
- Note down messages, make bookings, reservations, cancellations and plan schedules
- Help the guests/visitors with any queries or problems that may arise.



Notes

Though all receptionists have much in common, their specific duties may vary from organization to organization. It is quite likely that in a big hotel a receptionist has only to receive guests, whereas in a small hotel she attends to enquiries, reservations and book-keeping as well. Sometimes the receptionist does the work of a telephone operator.

A receptionist is briefed about her duties at the time of appointment. But there are certain other bits of information that she will have to learn on the job. A good knowledge of the structure of the hotel/office, the main departments of the employees, and office procedures are among the other things a receptionist also knows.

KEEP HANDY

To do her job efficiently, a receptionist should keep the following items on her desk:

- A telephone directory
- An internal telephone directory
- An index book of telephone numbers frequently used
- Names and addresses of hotels nearby
- Information about places of tourist interest and local sightseeing tours
- A railway time table
- Flight schedules
- Forms and brochures like reservation voucher, 'C' form etc.

An office receptionist will also need:

A register of callers

An appointment diary (a list of who is coming to see whom and when)

A list of staff on leave/tour

YOU SHOULD REMEMBER

Courtesy and good manners are the two prime requirements of a receptionist's job. The guests and the visitors should be treated courteously even when they are impolite. This, plus a friendly tone of voice, becomes all the more important in case of unavoidable delays. A certain amount of tact and diplomacy is also needed in dealing with complaints or awkward situations and in handling difficult guests.



A receptionist represents her organization; she is the contact point between her organization and the outside world. Therefore, she should be formal, pleasant and efficient. She has to maintain the right tone through her voice, gestures and language.

OVERALL QUESTIONS

Study the following dialogues to decide whether each dialogue is (i) a telephone conversation or face-to-face interaction; and whether (ii) the tone is polite or rude.

EXAMPLE A.

Receptionist (R)	:	Hindustan Petroleum, Can I help you?
Man (M)	:	This is Ranjit Malik. Can I speak to Vikram Yadav, please?
Receptionist (R)	:	Hold the line, please.

EXAMPLE B.

R	:	(off-hand): Yes.
M	:	Good morning, my name is Vinod. I am here to see Mr. Vikram Yadav.
R	:	Who?
M	:	Mr. Yadav.
R	:	Oh, he's busy I think,
M	:	Could you let him know I'm here, please?
R	:	Okay.

EXAMPLE C

Operator	:	Telco
Woman	:	This is Pillai for Maruti Udyog. I'd like to speak to Mr. Antony.
Operator	:	Sorry, who is calling?
Woman	:	My name is Deepa Pillai. P.I.L.L.A.I.



Notes

Operator	:	Hold the line, Ms Pillai, I'll try to put you through to Mr. Antony … (a pause) …. I'm afraid his line's engaged.
Woman	:	Oh, I'll call again.
Operator	:	Do you have his extension number?
Woman	:	No, I don't.
Operator	:	It's 250
Woman	:	Thank you very much. Good bye.

You may have noticed that there is a difference in the way the receptionist and the visitor speak when they are not face to face. You should also have observed that the receptionist was not very polite in one of the examples.



CHECK YOUR ANSWERS

A. i) Telephone conversation

ii) Polite

B. i) Face to Face

ii) Rude

C. i) Telephone conversation

ii) Polite



Notes

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302en26B

FACE TO FACE COMMUNICATION IN BUSINESS

It is important to have good communication skills to be successful at your work place. In this unit we suggest some ways and rules to be followed in face to face interaction.

OBJECTIVES

An the end of this lesson, you will be able to:

- greet each other and build relationships through friendly conversation;
- introduce yourself and others;
- end a conversation politely; and
- be alert to body language, eye contact, etc.

26.1 GREETINGS

In face to face communication your body language is as important as speech. At your work place, it is important that you dress neatly, sit or stand erect and have an alert smiling face. When you speak, you should speak softly yet clearly, you should be polite and courteous.

Every time you meet, there are certain expressions to be used. We choose them on the basis of certain criteria:



Notes

- degree of closeness/distance/ family/ new colleague
- Nature of relationship-friendly/official
- Status of speakers-equal/seniors

The expressions to be used can be divided into two categories. They are:-

informal- those used with friends, long time colleagues, team mates, etc.

formal- those used with strangers, and seniors.

It is important to understand the degree of formality and respond accordingly. While greeting others, we use formula, which are fixed.

Greetings And Their Responses

	Greetings	Responses
FORMAL	1. Good morning, Mr. Das!	1. Good morning, sir!
FORMAL	2. Good afternoon (sir/ma'am)! (from 12 noon to end of working day)	2. Good afternoon, Mohan / Mira!
FORMAL	3. Good evening (gentlemen/ladies)! (6 p.m. Onwards)	3. Good evening
INFORMAL	Hello! Hi! How are you?	Hello! Hi! Fine, thank you!
INFORMAL	Hi there! Long time no see!	Yeah, long time no see!
INFORMAL	What a pleasant surprise!	Same here!

1. Greetings are generally returned in the same form. In reply, the listener usually uses a slightly different intonation.
2. The response for a greeting like "How are you" should be " I' m fine, thank you". Do not give a long account of your illness or problems.
3. We say " good evening" when we meet a person late in the evening like 8 or 9 o' clock. We use " good night" only at the time of parting.



Notes

INTEXT QUESTIONS 26.1

1. Study and practice the short exchanges/ dialogues given below. Identify whether the relationship is (a) formal, or (b) informal

i) A : Good morning, Sir!

B : Good morning, Harish! Didn't see you in office yesterday. Is everything all right?

A : Yes, sir, thank you. I had to take leave because a friend had come from Chennai.

_____

ii) A : Good morning, sister. How are you?

B : I'm fine thank you, doctor,

_____

iii) A : Hello, Abdul. How're you?

B : Fine, thanks How're you?

A : I'm fine.

_____

iv) A : Good morning, sir.

B : Good morning, Ms. Singh. I hope you're feeling better now.

A : Much better, thank you.

_____

v) A : Hi, Anju you are just the person I was looking for.

B : Hello, Suresh. Why, what's up?

_____

vi) A : Good morning, Mr. Pillai, isn't it a lovely day?

B : Good morning. Yes, it's nice and cool.

_____



Notes

2. Match the responses to the greetings in the table below:

Greetings	Responses
i) Hi Rahul! Long time no see.	a) I'm very well thank you.
ii) It's great to see you again. So, how's life?	b) Hello Raj. Yes I've been very busy.
iii) How're you feeling now?	c) Much better, thank you.
iv) Hello Mr. Gupta! And how are you keeping these days	d) Not bad.

3. You have gone to see a senior colleague who has been admitted to a hospital. Which expression will you use? Tick the correct response.

   i) Good morning. In good shape, are you?

   ii) Good morning sir, how're you feeling now?

   iii) Hi! How's life?

   iv) Hey! how are you, old boy?

4. A new employee greets his Managing Director at a meeting, saying, "Hi! Mr. Sharma! Long time no see. What's up?"
   The Managing Director is not at all pleased. Why? What should he have said?

26.2 INTRODUCING YOURSELF AND OTHERS

We often introduce people who do not or may not know each other. We often introduce ourselves to people who do not know us.

In more formal situations, it is always the younger person who is introduced to the older, the woman to the man and the junior to the senior.



Notes

Exchanges at introducing others

	Introducing	Responses
FORMAL	Good morning, Mr. Saha. May I introduce (to you) Mr. Lal, our new finance Manager?	It's a great pleasure to meet you, Mr. Lal How do you do?
	Let me introduce our new Finance Manager, Mr. Lal	Pleased to meet you.
INFORMAL	Nita, meet Mukesh. Mukesh is our new Programmer.	Welcome to our office, Mukesh.
	By the way, do you know each other? Nita, Mukesh Mukesh, Nita (Pointing with hand)	Nice meeting you. Yes, good to meet you again.

Exchanges at introducing yourself

	Introducing	Responses
FORMAL	Good morning, I'm Sashi Tharoor from Accounts.	Pleasure meeting you Mr. Tharoor. I'm Anand Raj from Personnel.
	I'd like to introduce myself. I'm Mukesh Kohli from JK tyres.	Pleased to meet you, Mr. Kohli.
INFORMAL	Hi! I'm Sashi Tharoor How do you do?	Hello, how do you do?
	Hello, you must be Nita Singh. I'm Mukesh Kohli.	Yes, I'm Nita. Nice meeting you.
	Excuse me, aren't you Nita Singh? I'm Mukesh. Remember me?	Yes, I'm. Good to meet you again.



Notes

REMEMBER

1. Welcome your guest to your city or place of work while making introductions. For example.

   A: Good morning, Dr. Rao. Welcome to NCL. I'm Unikrishnan, Research Associate.

   B: Thank you. I' ve been looking forward to meeting you.

2. In formal meetings with strangers use the appropriate title Miss/Mr./Dr. and surname. When you know each other well, use the first name like, Nita, Mukesh, etc. Do not use title and first name, For example, use Mr. Kohli or Mukesh, not Mr. Mukesh.

INTEXT QUESTIONS 26.2

1. Study and practice the short exchanges/ dialogues given below. Identify whether the relationship is (a) very formal (b) formal or (c) informal.

   i) A: Good morning. How do you do? You're Veena Yadav, aren't you. I'm Neha Bajaj.

   B: How do you do, Neha. Pleased to meet you.

   _____

   ii) A: Pardon me, your name is Rahul Sharma, isn't it?

   B: Yes, it is, And you are .....

   A: Iqbal Judge from the Delhi office.

   _____

   iii) A: Ladies and gentlemen, I'd like to introduce this evening, Bill Gates, the man who has brought in the IT revolution.

   _____

   iv) A: Rahul, I'd like you to meet my colleague, Anjali. Rahul-Anjali-Rahul.

   Rahul: Hello, Anjali. Nice to meet you. Welcome to Delhi. Is this your first trip?

   Anjali : Thanks. Yes, it is.

   _____



2. Complete the dialogue:

   i) Mukesh: Hey, Shyam. Have you met Jim before?

   Shyam: _____

   Jim : How do you do.

   ii) Kiran: Meera, this is Neha. Neha-Meera.

   Meera: _____

   Neha : Fine, thanks. And how are you?

3. After a talk you are introduced to the speaker. Which of the following would you say:

   i) Hello, Bill!

   ii) Hi, Mr. Gates!

   iii) How do you do, Mr. Gates.

   iv) Pleased to meet you, Mr. Gates.

   v) It's an honour to meet you, Mr. Gates.

   Give reasons why you would reject the other responses?

   _____

4. When would you say this:

   I have great pleasure to welcome Ms. Yasmeen Lukmani, President, Lions Club.

   i) to your friend at a party in her house?

   ii) to a friend at an airport where you have gone to receive Ms Yasmeen.

   iii) to members of the club at a Lions Club meeting .

26.3 BUILDING RELATIONSHIPS

Social behaviour is an important aspect of dealing with people face to face. There are some broad rules that are universally followed.

It is important not to start talking about business or the work at hand, immediately after the greeting. To build a warm friendly relation you must show some interest in your client or colleague without becoming too personal. Generally this kind of conversation is called "small talk". You can talk about your client or client's journey,



Notes

family, common friends. It is often best to offer some drink (tea/coffee) or offer to do any little job like making a phone call, sending a fax, etc. Similarly, before ending the conversation and bidding good bye, small talk about coffee, lunch, snacks, travel, etc. often occur. At a party or lunch, is best to avoid politics, religion and other personal private details. It is safe to talk about holidays, travel, traffic, public transport, tourist interest, etc. The purpose of a social exchange with a new person is to discover what you have in common, so that you can exchange experiences. With a senior or older person, it is best to respond politely to queries.

26.4 BEING ALERT TO SIGNALS

Speakers send out signals in a variety of ways: sighing, clicking the tongue or pen, tapping the foot, looking at a watch, clock, etc. These show the extent of concentration, mood, desire to leave, etc. An alert and efficient speaker must respond to these non-verbal signals.

Statements like:

"Shall we get started?"

"Now to business....."

"Right, lets get down to business, shall we?"

"We won't finish by one if we aren't brisk", etc usually signal a change from small talk to the work/ task at hand. Similarly, looking at the door or watch signal a need to end or break. The switch can be signalled with statements like:

"Shouldn't that do for now/today?"

"Don't you think we should call it a day?"

"I'd like to stretch my legs for a bit."

"You will notice that these signals come as suggestions."

26.5 LEAVE TAKING

Ending a conversation normally involves two steps: signaling that the conversation is coming to an end, and the actual leave taking.

Signals of ending usually consist of thanking a person. Often you may give a reason or make an excuse for leaving. It is important to be able to recognise these signals, for it would be considered rude to ignore them.



While parting, like greetings, we use set phrases. People who meet regularly leave informally.

Formal leave takings are more elaborate. On leaving a meeting or at a gathering, you must seek out the organiser, thank him/her and bid him/ her good bye.

	Pre-Closing	Responses
FORMAL	Thank you very much for your attention/ interest/ support	The pleasure has been mine.
FORMAL	Well, I think that's all Thank you for giving me this opportunity.	It's been a pleasure. Thank you for coming.
INFORMAL	Well, I'd better be going.	Oh? What a pity. Thanks for coming.
INFORMAL	It's been very interesting talking to you, but	Yes, I've enjoyed it too.
INFORMAL	Well, I must leave/ be off Great seeing you.	Same here.
INFORMAL	Sorry I've got to go now. Come over. Drop in some time.	Sure/ Yes, I will.

	Closing	Response
FORMAL	Good bye! Hope to see you again.	Good bye!
FORMAL	Look forward to seeing you soon. Good night.	Good night.
INFORMAL	Bye! See you soon/later.	Bye! Take care!
INFORMAL	Look after yourself.	And you.
INFORMAL	So long. Take care.	you too!

1. We usually repeat the expression used by the leave taker while bidding good bye.
2. For " Take care" and "Look after yourself' the response is " And you" or "you too" .



Notes

OVERALL QUESTIONS

1. Read the three pieces of dialogue given below and answer the following questions for each of them:

a. When does the conversation take place?

i) after greetings

ii) before taking leave

iii) while working

b. Are the persons meeting each other for the first time?

c. What is the topic for small talk? Is it appropriate?

I.

Deepa	:	How do you do, Ms.Nagpal. I've been looking forward to meeting you.
Veena	:	Oh! Please call me Veena.
Deepa	:	And I'm Deepa. Well, Veena, did you have a good journey?
Veena	:	Well, not too bad. There was a minor fault in the line and we were delayed by half hour.
Deepa	:	Yes, delays are irritating.....

II.

Deepa	:	We've been working very hard. I think we need a break. Let me get you a drink.
Veena	:	Yes, I'd like tea, thanks.
Deepa	:	Sure. With milk and sugar?
Veena	:	Yes, please. Let's go to the canteen. I'd like to stretch my legs.

III.

Deepa	:	Well, that's quite a lot of work done; don't you think?
Veena	:	We'll call it a day. Shall we?
Depa	:	Yes, of course. Care to join me for lunch?
Deepa	:	Never mind. Would you like some coffee before you leave?
Veena	:	No. thanks. I should be leaving.....



2. Some sentences are missing in the dialoue given below. The missing sentences are given in a box after the dialogue below. Complete the dialogue with sentences from the box.

Please Note: There are more sentences than you need, so choose with care:

Habib : Have you been to Pune before?

Lekha : No, its my first visit.

Habib : (a)_____

Lekha : I'm sure I will.

Habib : So, do you have much time here in Pune? Are you staying long?

Lekha : No, I have to go back tomorrow afternoon.

Habib : (b) _____

You'll have to come back again.

Lekha : (c) _____

Habib : So what time's your flight tomorrow?

Lekha : Early evening 18.35.

Habib : Well, I can book you a taxi if you like, to get you there in good time.

Lekha : (d) _____

(i) What was the problem?

(ii) That's very kind. Thank you.

(iii) Oh, that's a pity. There's such a lot to see.

(iv) Well, I hope you like it.

(v) That's good

(vi) Yes, I'd love to.

3. There are two sets of dialogue given below. Identify the unacceptable dialogue in each set. Also say what makes it so.

A (a) Manager : Is this your first visit here?

Thomas : No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.



Notes

Manager : Shall we have a look around the plant before lunch?

(b) Manager : Is this your first visit here?

Thomas : No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.

Manager : Ah yes, I remember the exhibition well. So it was very successful for you, was it?

Thomas : Well, we made a lot of useful contacts.

Manager : Of course..... now, shall we have a look round the plant before lunch?

B (a) Visitor : Hello, I'm NK Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Oh, yes, Mr. Bajaj. Welcome to Telco. Mr. Sahani will be along in a few minutes. Can I get you something to drink?

Visitor : No thanks, I'm fine. Sir,_____ but I wonder if I could use a phone?

Receptionist: Yes, of course. And anything else_____

(b) Visitor : Hello, I'm NK Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Just a moment, please..... I'm sorry Mr. Sahani is not in.

Visitor : Well, I think I'll wait. Could you give the message to his secretary.?

I have another appointment to catch up with.

Receptionist: Yes.



CHECK YOUR ANSWERS

26.1 Intext Questions

1. i) formal ii) formal iii) informal iv) formal v) informal vi) formal



2. i)-b), ii-d; iii-c; iv-a.

3. (ii)

4. The remark is very informal, therefore in-appropriate. He should have said, Good morning, Sir,

26.2 Intext Questions

1. i) formal (ii) formal (iii)Very informal (iv) informal

2. i) No. Pleased to meet you, Jim.

   ii) How're you, Neha?

3. v). Reject (i) &(ii) for being too informal (iii) and (iv) would be quite acceptable. But (v) expresses the pleasure of meeting a special person best.

4. (iii)

OVERALL QUESTIONS

1. I. (a) after greetings

   (b) yes

   (c) Journey-Yes

   II. (a) while working

   (b) have been working together for some time.

   (c) snacks/ drink yes

   III. (a) before leave taking

   (b) same as (b) above

   (c) Lunch-Yes.

2. (a) iv (b) iii (c) vi (d) ii

3. A (a). inappropriate. Switch of topic to work at hand is too sudden and soon. It sounds rude.

   B (b). inappropriate. The receptionist is very reluctant to help. Though her language is not rude, she does not show the warmth and co-operation that should be extended to a visitor/ client.

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302en27A

MANAGING THE TELEPHONE

The telephone is the most frequently used means of communication today. And, managing the telephone requires skill, tact and training.

You have to be a good speaker and need to speak clearly and distinctly in a polite courteous tone. You must be brief and to the point without sounding abrupt or rude.

You need to be a good listener too. So hold the earphone close to your ear and listen carefully. You will be required to take definite decisions or actions according to what you hear. And your decision has to be made quickly to save time and money.

OBJECTIVES

At the end of this lesson, you will be able to:

- practise calling out telephone numbers; and
- analyse steps/ stages in receiving calls.

27.1 CALLING OUT TELEPHONE NUMBERS

A receptionist often does the work of a telephone operator – receiving incoming calls, transferring out-going calls, helping people to get in touch. And, in all this, telephone numbers play a very important part.

You very often have to mention your telephone number and the name of the organisation in the beginning of a call; ask for the caller's to verify identity or pass on a number to someone in the office as requested. So it is necessary for you to repeat telephone numbers and communicate them in a well defined manner.



Notes

The following general rules should be followed:

1. Figure '0' should be pronounced as 'zero' or "oh".
2. Numbers should be grouped in two digits, giving a slight pause between each pair. So 432 is, four/pause/three two.
3. Within the pairs refer to numbers in digits. Eg: 32 is; three two not thirty two 5642 is five six/pause/four two.
4. When the same number/figure occurs in a pair between two pauses, use 'double'. Eg: 14456 is one/pause/double four/five six.
5. But when a pause falls between repeated digits- i.e. each number forms a part of another group – pronounce each number separately. Eg. 500222 is five/zero/zero/two double two.
6. When you give or ask for a telephone number, always repeat it to confirm if you have the right number. Ask for confirmation if the caller does not give it.

Example A

Chris : I'll give you my number. It's 6416673.

Mary: Sorry, did you say 6416673?

Chris : Yes, that's right.

Mary : Thanks.

B. Paul : Could you call me on 301757595?

Ravi: Just a minute, I'll repeat it … 301 757 595.

Paul : Right, Bye.

INTEXT QUESTIONS 27.1

Repetition Practice:

Repeat these numbers aloud. Work in pairs, whenever possible.

1. 707 – seven zero seven

   963354 – nine six double three five four

   63220 – six three two two zero

   80543 – eight zero five four three.

   0046887 – zero zero four six eight eight seven.

2. Now write how you will say these numbers. Indicate the pause with '/'.

   388211. 182, 320420, 344010



3. Select 7 digit phone numbers of different areas. Group them correctly and say them aloud to your partner.
4. Turn to any page in the telephone directory and ask your partner to find at least 5 telephone numbers. Give her the name of the person or place and their address. Then switch roles and let her ask you. See who is faster and better at saying the numbers clearly.
5. Go around your institute or office and find out the name of the section-in-charge, managers, etc. Make a list of their names in an alphabetical order. Also write their designations and extension numbers.

27.2 IN-COMING CALLS: PRACTICE

Receptionists have to attend to a number of calls everyday. Each involves some giving and taking of information which has to be noted down, conveyed and acted upon. In this section you will read three pieces of conversation. Study each carefully and note the expressions, vocabulary and turns (exchanges).

CONVERSATION A

Air India Assistant	:	Air India. Reservations. Krishna Roy speaking. Can I help you?
Keshav Kalsi	:	Hello. I have a ticket for a flight to Tokyo and I need to change it. My name's Keshav Kalsi. That's K-A-L-S-I.
AI assistant	:	AI-306. Okay. And the date?
Keshav Kalsi	:	Well, I have a booking for August sixth, but I really want to be in Tokyo on August sixth, so I want to fly the day before.
AI Assistant	:	Sorry. Could you repeat the dates, please?
Keshav Kalsi	:	I want to change my flight from August sixth to August fifth.
AI Assistant	:	I see. Okay, Can I have your name again, please?
Keshav Kalsi	:	Yes, its Keshav Kalsi.
AI assistant	:	Could you spell that, please, and give me your PNR number.
Keshav Kalsi	:	K-E-S-H-A-V. Keshav-that's my first name. And, K-A-L-S-I- Kalsi- that's my surname. My PNR number T - 748.



Notes

AI Assistant	:	That's fine, Mr Kalsi. Hold on, please. I'll check the availability of a seat for August 5th.

CONVERSATION B

Receptionist	:	Good morning. Simla Studios. Can I help you?
Richard	:	Hi! I'd like to speak to Jaya Chawla. Is she in today?
Receptionist	:	No. I'm sorry she's not here today.
Richard	:	Oh, dear. This is Richard Jones. I need to speak to her. It's urgent.
Receptionist	:	Would you like her home number, Mr. Jones?
Richard	:	No, it's okay, thank you. Could you tell her I called and ask her to ring me tomorrow morning? The number is 09156877.
Receptionist	:	09156877.
Richard	:	Right! I'll be available at this number till half past eleven.
Receptionist	:	Yes, of course, Mr. Jones. I'll give her the message.

CONVERSATION C

Operator	:	Good morning, Escorts Ltd. Can. I help you?
Caller	:	Please connect me to Mr. Gunashekhar, the Sales manager.
Operator	:	Who shall I say is calling?
Caller	:	George Matthews, The proprietor of Royal Stores.
Operator	:	Please hold the line, I'll check if Mr. Gunashekar is in. (Connects to Extension…… no response.)
	:	I'm sorry Mr. Mathews, Mr. Gunashekar isn't in at the moment. Shall I take down a message for him?
Caller	:	Please do. It' s urgent.
		(Operator begins to write on a Telephone Memo.)



Notes

To	Telephone Memo
Mgr. Sales From, Mathews, Royal Stores	Time: 10.30A.M. Date 12.9.98 Phone 2728296
URGENT Inquiry- goods dispatch on 10.9, not received. Worried-paid for goods. Taken by———————	

Operator : Yes?

Caller : You see, Mr. Gunashekar had informed me that ten crates of Rajdoot spare Parts had been dispatched from your factory for my store on 10th morning. Well, they should have been here by the afternoon. But I' m sorry to say that it is the 12th today and they haven't as yet arrived. It' s an important matter. The payment had been made in cash when the order was booked. This delay is making me very nervous. I don't…….

Operator : I'll pass the message on to him the moment he's in. Could I have your number please?

Caller : Yes of course. It's 2728296. Thank you.

Operator : My pleasure.

(At every ten minute - interval the operator tries to contact Mr. Gunashekar. After half an hour……)

Operator : This is from the Switch Board Sir. There was a call for you from Mr. Mathew of Royal Stores at half past ten. He said it was urgent, sir. The goods dispatched on 10th have not been received as yet. He is worried since the payment has already been made. That's all, sir.

Gunashekar : Thanks, Meena. Could you connect me to Royal Stores, please?



Notes

Operator	:	Please hold on for a moment, sir. I'll get Mr. Mathew on the line for you. (dials)2 72 82 96.
Matthews	:	Yes.
Operator	:	Mr. Gunashekar is on the line and wishes to speak to you.
(to M)	:	Please hold on.
(to G)	:	Mr. Gunashekar, please speak on. Mr. Mathew is on the line.



OVERALL QUESTIONS

1. Study the three conversations carefully and answer the following questions briefly:

   A. Where does each conversation take place? What work does the receptionist do in each place?

   B. Is there any similarity in the opening lines of each conversation? If so, what is it?

   C. Why does Keshav Kalsi ring up the AI Assistant?

   D. Why does Richard call?

   E. Who does Matthew want to speak to? Why?

   F. What is the Receptionist's role in each case?

2. The expressions used in this conversation are not appropriate on the phone. Change them.

   Receptionist : Are you Rakesh Pandey?

   Rakesh : Yes, I am.



Receptionist : Here is Varsha Apte from Bajaj.

Rakesh : What do you want?

3. Collect some hotel and holiday brochures. Use them to write a conversation between a tourist and a travel assistant or hotel receptionist.



CHECK YOUR ANSWERS

Intext Questions 27.1

388211 – three eight/pause/eight two/ pause/ double one.

182 – one/pause/eight two.

320420 – three two/pause/oh four/pause/two oh. or three two/zero four/two zero

344010 – three four/pause/four oh/ one oh.

Or

three double four/pause/zero one zero

OVERALL QUESTIONS

1 (A)

Place	Work of Recep.	Conversation
Air India Office	Booking/cancellation counter	A
Simla Studio	Reception Desk	B
Escorts Ltd. Office	Telephone Operator cum receptionist	C

(B) Yes. Each receptionist greets the caller and identifies the office/place of work.

(C) To prepare his flight to Tokyo.

(D) To talk to Jaya Chawla on business matters.

(E) Mathew wants to speak to Mr. Gunashekhar, the Sales Manager. Goods paid for have not reached.



Notes

(F) Help each caller to get his/her job done. Connect the relevant people together so that the work at hand can be done well.

2. Receptionist : Is that Rakesh Pandey?

   Rakesh : Yes, it is.

   Receptionist : This is Varsha Apte from Bajaj.

   Rakesh : What can I do for you, Ms. Apte?

   Or

   How can I help you?

3. You must touch on cost, travel facilities, sight-seeing programme, food and boarding arrangements. Be professional in your approach.



Notes

302en27B

27

WRITING MEMOS AND LETTERS

Communication in office is quite different from personal communication. In office we need to keep in mind office procedures and rules. Written communication in office is meant as much for record as for reference. Two very important kinds of written communication in office are memos and letters.

OBJECTIVES

At the end of this lesson, you will be able to:

- write memos;
- write letters of enquiry, and
- write letters of complaint.

27.1 MEMO

The Long man Concise Dictionary of Business English defines memo as "an in formal written or typed message to someone in the same office or organisation, sent in place of a letter."

Or

"a short informal note or report-on some deal or event or conversation."

A memo is generally used for sending messages from one department to another within the same organization. Given below is an example of a memo.



Notes

MEMORANDUM

4 th Nov. 2000
From:- Director (Building)
Subject:- Security Measures
To:- The Security Manager

After three incidents of theft of scooters in the previous week from our parking shed, it is important that security measures should be tightened with immediate effect. A strict check at the entrance and exit gates is required. Only permanent token holders should be allowed to park their vehicles in the parking shed.

1. (a) Please issue identity cards to all the employees of the establishment with their recent photographs.

   (b) Each employee should be given a token for his/her vehicle.

2. A full time parking shed caretaker should be appointed with immediate effect. Financial sanction be obtained. Manager (Personnel) be consulted about the recruitment rules.

3. Please discuss these and other security measures with members of the staff. Their suggestions will be welcome.

Sd/

Director (Building)

The short form of memorandum is memo.

So, office memos are:

- neither letters nor notices
- they give instruction and information.

HOW TO WRITE A MEMO?

While writing a memo you should keep in mind the following points:-

- state the subject clearly and precisely.
- get to your main message directly.



Notes

- make your sentences short and simple.
- give preference to direct statements using personal pronouns if necessary. e.g. instead of saying,

" The chairman has desired that all section heads prepare monthly reports on the implementation of the project and submit the same to the undersigned for compilation." You can say- "I have been asked by the Chairman to compile all monthly reports on the implementation of the project. Please send me a report pertaining to your section by the 7 th of the month."

- break up your message into points.
- make it brief because your reader may be a busy person and may not have time to read a long message.

INTEXT QUESTIONS 27.1

Given below is a jumbled up memo. Put the sentences in their right order and rewrite the memo in your exercise book.

MEMORANDUM

From:- Supervisor
Subject:- Misuse of Computers
Tl:- Mr. XYJ.

1. Computers are shut down properly after use.
2. Games and other means of personal amusements are not played on office computers.

Please ensure that the following measures are followed strictly by members of the staff.

1. Computers in the common pool are not switched off after use.
2. Computers are used for playing games.

On the subject stated above it has been observed that:-

sd/
Supervisor

27.2 LETTER OF COMPLAINT

We often have to write letters of complaint to various organizations. While drafting letters of complaint we have to state the complaint clearly and be polite without



blaming anyone. We also have to give relevant references and details. We must state very clearly what we want the company to do.

Here is an example:

From:- 24th Dec, 2000

Rocky Pens
Mayapuri Industrial Area, New Delhi

To:-

Neverlock Fountain Pens
Okhla Estate, New Delhi

Subject:- Defective supply.

Dear Sir,

We wish to complain about the 500 ball point pens supplied vide your invoice letter No. NL/RP/. FP/ 2000 dated 28th Nov, 2000.

We regret to inform you that only 100 pens are in working order. Rest of the supply has one or two of the following defects:

Cracks in caps

Loose clips

Dry refills

Please replace the 400 defective pens at the earliest.

Looking forward to your early action.

Your sincerely

A.D. Gupta.

The above letter contains the following:

Sender's Name and Address

Date

Address of person or firm intended for

Subject

Body
- references
- nature of defect
- request for replacement

Closing



Notes

INTEXT QUESTIONS 27.2

Imagine that you are the Manger of VXT Textiles, Ludhiana. You had placed an order for the supply of 16 boxes of Silk Sarees with Shree Cloth Mills, Chennai. But you have received 16 boxes of Chennai Cotton Sarees. In your excercise book write a letter of complaint and request for replacement.

27.3 LETTER OF ENQUIRY

Here is a sample of a letter of enquiry.

From:
International Correspondence College, 21st Jan. 2001
New Delhi

To:-
M/s. Eagle Offset Printers.
Naraina Vihar,
New Delhi

Subject:- Enquiry about the progress of printing and supply of lessons.

Ref.:- (i) Your letter No. ICC/L/Eagle/2000, date 19th Dec.
(ii) Your letter No. ICC/L/Eagle/2000, date 12th Nov.

Dear Sir,

With reference to the above subject you are requested to let us know the following:

1. No. of lessons yet to be printed.
2. No. of illustrations yet to be made.
3. Date of despatch of the printed material.

We would like to inform you that you are already late by two weeks.

As per clause 3 (b) of the agreement a fine of Rs. 100/- per day will be charged for delay in completion of the assignment.

Kindly treat this matter as most urgent and send us the material immediately.
Yours sincerely,

(Vinod Mankad)
Dy. Director



While writing a letter of enquiry remember the following points:-

- the contents of the letter should mention references (letters and agreements) of both parties (sender and addressee)
- the enquiry should be specific.
- it should make clear that the matter is urgent and needs special attention.

INTEXT QUESTIONS 27.3

Here is an incomplete letter of enquiry. Complete it by filling up the blanks. you can use the words given in the box.

details, terms, requirement, manufacturers, reference, enquiry

From:

Trendy Furniture Ltd.,
Bhopal

To:

The Principal
SJ School,
Delhi

Subject:_____ about details of furniture requirement.

Dear Sir,

This is with_____ to your advertisement in the Indian Express, inviting tenders for steel/wooden furniture.

We happen to be one of the leading _____ of steel furniture in Bhopal.

Could you please give us _____ of your _____ and other _____ and conditions if any.

We offer a 10% discount to educational institutions.

We hope to hear from you soon.

You sincerely,

S.K. Jha



Notes

WHAT YOU HAVE LEARNT

You have learnt about letters and memos. Let us sum up the differences:-

- Letters are written on a letter head but memos are written on a plain sheet of paper or on a memo format.
- The format for letters and memos are different.
- The style of writing is indirect in letters but is direct in memos.

OVERALL QUESTIONS

1. Given below is an incomplete letter of complaint. Complete it by using the following clues:-

   - An order of 1200 silky blankets packed in 12 wooden boxes was placed-only 900 blankets packed in 9 boxes has been received-remaining 300 to be sent as soon as possible so that the same can be distributed before month end.

Dear sir,

We have received your consignment of silky blankets against our order No. AK/I/ 231, dated 16th March, 2000.

We regret_____

_____

_____

_____

_____

Yours sincerely,

XYZ

2. Given below is the text of a memo sent from the Manager to Mr. Rakesh Kumar confirming the decision reached at a meeting. The meeting was held to discuss Mr. Kumar's leave application as well as necessary follow up action.

   Number the sentences in the right order.



I am writing this to confirm the decisions reached yesterday at our meeting.

1. You will be allowed to leave office one hour in advance, i.e. at 4.00; p.m.
2. You will be given leave with full pay for ten days from May Ist to May 10th to enable you to take the CS exams.
3. From May 11th you will follow the working hours except that you will put in three hours of extra work on all Saturdays in May to complete the Annual Report.
4. This arrangement will continue till April 30th, when your CS exams begin.
5. You will henceforth be at your desk no later than 10.00a.m. and shall work through the lunch hour to partially make up for the time lost in the morning.



CHECK YOUR ANSWERS

Intext Questions 27.1

From:- Supervisor

Subject :- Misuse of Computers

To :- Mr.- XYJ

On the subject stated above it has been observed that:-

1. Computers in the common pool are not switched off after use.
2. Computers are used for playing games.

Please ensure that the following measures are followed strictly by members of the staff.

1. Computers are shut down properly after use.
2. Games and other means of personal amusements are not played on office computers.

sd/-

Supervisor

Intext Questions 27.3

letter of enquiry (order of words)

enquiry, reference, manufacturers, details, requirement, terms.



Notes

OVERALL QUESTIONS

1. We regret to inform you that we have received only 900 blankets packed in nine wooden boxes.

   As we have to send off the bulk supply by the month end, kindly send in the remaining part of our order i.e. 300 blankets as soon as possible.

2. The right order is :-

   5,1,4,2,3.

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302en28A

ANALYSING TURNS IN TELEPHONING

Your study of the first two units emphasizes politeness and efficiency on the phone. Which of the options will you choose?

Would you like ____? OR Do you want……..?

Could you tell him I called? OR Tell him I called?

OBJECTIVES

At the end of this lesson, you will be able to:

- use appropriate expressions at different stages of handling a call.

28.1 DIALOGUE ANALYSIS

You are aware that a telephone conversation goes through certain well-marked stages.

On receiving a call, a receptionist goes through the following steps:

1. Greets and gives identity
2. Offers help
3. Obtains caller's name
4. Acknowledges the call
5. (a) Gives message and asks if willing to receive
   (b) Connects the parties
   (c) Apologizes to the caller
   (d) Takes down a message.



Notes

Some phrases and expressions that are used to perform the following tasks/steps are listed below:

1. Greets and gives identity :

- Good morning, NIOS.
- National Bank, good morming.
- 7018131, CIEFL Reception, please.
- Universal Engineers, Miss Rosy.

  The operator speaking.

(You will notice that 'Hello' is not used. It gives no exact information and it wastes time and money.)

2. Offers help :

- Can I help you?
- May I help you?
- What can I do for you?
- Who shall I call on the line?
- Is there any particular person you want to speak to?

The star indicates that it is the least used expression.

This is an important step because it gives a helpful, friendly touch and it also saves time.

3. Obtains caller's name :

- Please may I know who is calling?
- (If not already provided) May I have your name, please?
- May I ask who is calling?
- Who shall I say is calling, sir?
- From where are you speaking, sir?

This is important depending on the situation. In a business concern, a particular person, say a Sales Manager may not wish to meet a buyer whose goods he could not deliver. He will be very angry with you if you send the call in and put him into an embarrassing situation. So it is necessary to obtain the caller's name and give it to the person called before saying he's in and can accept the call.

4. Acknowledges the call :

- Hold the line, please.
- Please hold on the line. I'll find out if Mr/Ms._____ is in.
- Would you hold the line a moment Sir/ Madam?



- ◆ I'll put you through in a minute.
- ◆ Thank you. I'll ring Mr. – for you.
- ◆ May I tell Mr. – who is calling?

If the concerned party is in —

5(a) Gives message and asks if willing to receive :

- ◆ Mr. – from – wants to speak to you, sir. Shall I send the call in?
- ◆ Mr. – is on the line. Shall I hand in the call?
- ◆ There is a local call from -, sir/madam. Can you take it now?
- ◆ There is an STD/long distance/out-station call from (place), (name of person) for you. Shall I connect it right now?
- ◆ Shall I hand in Mr. – 's call just now?

5(b) Connect the parties :

- ● Mr./Ms. - is on the line. Please speak on, Mr. (caller).
- ◆ Your party is on the line. Speak on please.
- ◆ Mr./Ms. – is here for you.
- ◆ The (Manager) in on the line for you.

If the concerned party cannot take the call:

5(c) Apologizes to the caller :

- ● Sorry, Mr./Ms. – is not in.
- ◆ Sorry, Mr./Ms. – is at a meeting until 3 p.m.
- ◆ Mr./Ms.– is out of the office at the moment.
- ◆ Mr./Ms. – is out of town.
- ◆ Mr./Ms. – is busy on another line.
- ◆ There's no reply from his room sir.
- ◆ There's no response right now.
- ◆ That station does not answer.

5(d) Takes down a message :

- ● Will you leave a message behind?
- ◆ May I take a message please?
- ◆ Would you like to talk to some one else in the Department?



Notes

- Would you care to leave a message?
- If you care to leave a message I'll see that Mr./Ms.– receives it.
- Could you leave your number with me. I'll ring back when Mr./Ms. – returns.
- Shall I tell Mr/Ms – to ring back when she/he returns?

For taking down messages efficiently most large firms and offices have printed Telephone Memos. Even if they are not available, remember to take down the following details and send the message without delay.

To: _____ Time: _____

From: _____ Dt.: _____

URGENT/NOT URGENT

IMPORTANT DETAILS IN POINT FORM.

COMPLETE SENTENCES NOT NEEDED.

COMMON SHORT FORM ALLOWED.

Taken by:



OVERALL QUESTIONS

These tasks should be done in groups of three. Work with your friends. In each group try to choose one person who can speak English better than you to play the role of a teacher. Practice speaking out the dialogues in each case.

(a) Mr. David Horsburgh who has an appointment with Mr. Mehta, the Advertising Agent, Pratibha Arts at 3.30 p.m., rings up to cancel the appointment. Mr. Mehta is not at his desk. You are the Receptionist at Pratibha Arts.

(b) The receptionist in Hindustan Times, Delhi Office receives a call from one of its reporters in Hyderabad for the Sub-Editor. It is an urgent call and must be connected immediately.

(c) An operator in Usha Fans receives a call from a customer who has bought two fans. They are defective and she wants to get them changed. She wants



to know the procedure. Give her some information and connect her to the concerned person.

II. Using the Telephone Memo format given in the Unit, write out the MESSAGE, that you as the Operator/Receptionist will note down.

Use short forms and cover important details alone. Also decide whether writing a MESSAGE is necessary at all.



CHECK YOUR ANSWERS

Some examples of possible conversation are given below. Yours need not be identical.

I. A.

Recep.	:	Good morning, Pratibha Arts.
David	:	Good morning, I am David Horsburgh. I have an appointment with Mr. Mehta for half past three this afternoon.
Recep.	:	Sorry, is it Mr. Ashok Mehta or …
David	:	It's Mr. Mehta, the Advertising Agent, Well, I'd like to cancel the appointment because ……
Recep.	:	I'll check whether Mr. Mehta is in
David	:	That's very kind of you.
Recep.	:	Sorry, he isn't in at the moment. Would you like to leave a message?

B.

Recep.	:	Hindustan Times, good morning.
Asha	:	Hello, I'm Asha Rao, Reporter for HT, Hyderabad. Could you put me across to Nikhil, please. It's urgent.
Recep.	:	Please hold on. (To Nikhil) Sir, there's a Ms. Asha Rao for the Hyderabad office wanting to speak to you. She says its urgent.
Nikhil	:	Thanks, Nilima. I'll take it right away.
Recep.	:	Thank you, sir. (To Asha) Please, speak on.

C.

Operator	:	Good afternoon. Usha Fans. Can I help you?
Mrs. Arora	:	Look, I'm really angry. Just yesterday I bought two Usha Delux Fans from Karol Bagh and today both are out of order. I'd ……



Notes

Operator : I'm sorry to hear this, ma'am. But this is the Regional Office and we don't deal with complaints here.

Mrs. Arora : Look, this is a bit too much. I tried the two numbers listed on the cash memo but they seem to be out of order.

Operator : Ma'am, I would be happy to note down the details and fax them to our sales unit. They will get in touch with you immediately.

Mrs. Arora : Thank you very much. That's very kind of you. Well, my name is .....

II.A

To :	Mr. R.D. Mehta, Adv. Agt.	Time: 10.30 a.m.
From:	Mr. David Horsburgh	Dt.: 28.7.1998

URGENT

* Appt. at 3.30 p.m. – cancelled

* Pl. call back

Taken by: LS

B. MESSAGE – not necessary if Nikhil is in office.

C.

To:	Ms. V. Varma, ASU.	Time: 2.30 p.m.
From:	Reception, R.O.	Date: 28.7.1998

URGENT

Contact:

Mrs. Arora – Ph. 2657291

2618252

* New Delux Fans (2) out of order

* No response from Pradeep Traders, Karol Bagh

* Treat as urgent – customer very angry

Taken by : LS



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302en28B

WRITING *e*-Mails

*T*he use of e-mail or electronic mail is steadily increasing. E-mails is cheaper and faster than a letter, less interfering than a phone call and easier to send than a fax. While using e-mail, differences in location and time zone do not remain an obstacle. For example if you send an e-mail from India to a firm in America, they will get it immediately.

OBJECTIVES

At the end of this lesson, you will be able to:

- understand how to adjust your style for e-mails; and
- write an e-mail.

28.1 WHAT MAKES E- MAIL DIFFERENT

Electronic communication is fundamentally different from paper based communication because of its speed and broadcasting ability.

On paper, it is essential to make everything clear because your audience may not have a chance to ask for clarification. With e-mail, the receiver can ask questions immediately. E-mail thus tends to be loosely structured, like conversation. This has its advantages-you save time and effort. Why should you spend hours on correct spellings, perfect grammar and appropriate words when the message is only to tell your colleague that you are ready to go to lunch. Of course, you must know when you can be careless and when you have to be meticulous.



Notes

Another difference between e-mail and older media is that what the sender sees when composing a message might not look like what the reader sees. With e-mail, the software and hard ware that you use for composing, sending, storing, down-loading, and reading may be completely different from what your correspondent uses. The visual quality of your message may be quite different by the time it gets to someone else's screen. Since these differences exist, it is necessary for you to tailor your message to this new medium.

28.2 HOW TO WRITE AN E-MAIL

In this section you will learn some of the major features of communicating through e-mail.

Ways Of Establishing Context

With e-mail, you cannot assume anything about a sender's location, time, state of mind, and profession, interest or future value to you. This means that you need to be very careful about giving your receiver some context. Further more, your receiver may get a few hundred messages all at once. This section will give specific ways for establishing context so that your message becomes meaningful and receives attention.

(a) Useful Subject Lines

A subject line that relates clearly to the body of the e-mails will help people mentally shift to the proper context before they read your message. The subject line should be brief, and needs to be a complete sentence. It should give a clue to the contents of the message. For example:

SUBJECT: BOOK ORDER – TEACHER TRAINING

Dear Mr. Mishra,

Please send one copy of the following CUP titles by 26th March latest.

Here the subject line summarizes the most important details of the message.

If your message is in response to another piece of e-mail, preface the subject line with Re: or RE: (for Regarding).



Subject: RE: Book order-Teacher Training

When you know the person gets a lot of mail and you want him/her to act on your message without delay:

Subject: URGENT: Book Order- Teacher Training

If you are offering non-urgent information that requires no response from the other person, prefacing the subject line with FY I: (For your information) is not a bad idea, as in

Subject: FYI: Passes for The Wild Duck 21 passes for the 18th 3 p.m. show are at the Reception Desk, First come, First served!

Do not use 'information' for your subject line. Instead ask clearly for the specific piece of information you need.

(b) Quoting references

If you are referring to previous e-mail, you should explicitly quote that document to provide context. Instead of sending e-mail that says:

"Are passes for 18th, 3 p.m. show gone?"

You can make your e-mail specific by beginning with the subject line. In the subject line if you are referring to the show on the 18th you can say',

"Re: Show on 18th

and . Your e-mail can read:

"Are passes for 18th, 3 p.m. show gone?"

Referring to previous document becomes necessary because you may have sent the message on Friday and might not remember it on Monday morning when you see the response. But you must also avoid giving too much context. Look at the two examples given below and decide which is better and why?

A:

>I've talked to Rakesh about > price quoted by BPL. He thinks >its too high. Neha promised > to contact HL and LG> Any news? > What do I do now?



Notes

B:
> Rakesh has Bp: quotation. Compare
> it with those of HL and LG available
> with Neha.
> Respond with the line of action.

The second (B) is better because it is shorter and is action oriented. It tells the receiver precisely what he should do-

(i) compare prices form different sources

(ii) decide and convey subsequent action.

You must remember that the greater than sing (>) appears only when you are forwarding a mail or replying to a mail without going through the process of composing a reply afresh. This sign (>) appears only at the recipient's end.

(c) Page Layout

Words on a computer screen look different from the words on paper and usually people find it difficult to read things on a screen than on paper. For instance, you may have put some of your information in boxes but your recipient's computer may not receive it in that form. This means that good e-mail page layout is different from good paper document page layout.

(d) Shorter Paragraphs

Frequently e-mail messages will be read in a document window with scroll bars. It is difficult to read a very long paragraph because half of it will be outside the screen. Therefore, it will be difficult to remember the information.

(e) Line Length

Most softwares that read mail do not automatically wrap i.e. adjust what words go on what line. This means that if there is a mismatch between your software's and your correspondent's in how they wrap lines, your correspondent may end up with a message that does not look good; especially in formal business communications.

If a line is longer than 76 characters (Anything typed including a space is a character), it is split after the 75th character and the line ends with an equal sign. Some e-mail reading software can automatically reconstruct your message but others may completely change the alignment. You should try to keep your lines under seventy characters long. Why seventy and not, say seventy six? Because you should leave a little room for the indentation or quote marks your correspondents may want if they need to quote pieces of your message in their replies.



(f) Clear and precise prose

Keep everything short. Keep your lines short, keep your paragraphs short and keep the message short. If your correspondents want more information, they can ask for it. Also note that some of your correspondents may have limits on how much disc space their e-mail can use.

If you are sending a report to many people then you may need to put more details into the e-mail so that you aren't flooded with questions from everyone on the recipients list. You should ask yourself carefully, if all the people really need to be on the list.

The fewer the people there are on the recipient list, the shorter the message should be. Keep everything on one "page". In most cases this means twenty five lines of text.

People usually use short forms when sending e-mails. Here are a few of them.

E-mails acronyms and abbreviations

BBL	-	be back later	IMO	-	in my opinion
BFN	-	bye for now	IOW	-	in other words
BRB	-	be right back	LOL	-	laughing out loud
BTW	-	by the way	NBD	-	no big deal
FYI	-	for your information	RPFL	-	rolling on floor laughing
<g>	-	grin	TIA	-	thanks in advance
<G>	-	big grin	TIC	-	tongue in cheek
HSIK	-	how should I know?	TTFN	-	ta ta for now
IAE	-	in any event	TTYL	-	talk to you later
			WYSIWYG	-	what you see is what you get.

(g) Greetings and Signature

Every new medium develops its own rules for opening and closing. Because e-mail is so new, there aren't firm customs on how to open and close.

Most often start with 'Dear-(First name) and close with 'Regards' or 'Thanks' and your signature. In the USA, they often begin with 'Hi' Many people do not give either a salutation or a signature because the addressing information is a part



Notes

of an e-mail message. The e-mail message itself says who it is to and from.

All the same, it is good to have greetings and signatures. Many e-mail programmes allow you to set up a default signature to be included at the end of every message. Many people use these signatures as an easy way to give their name and alternate ways of reaching them.

for example:

Antony John Kunnan,

Assoc. Prof, TESOL Program,

King Hall C 2098, CSULA,

5151 State University Drive,

Los Angeles, CA 900;32-8143, USA.

+1 (323) 343 4344 voice

+1(323) 343 5336 Fax

http:// www. calstatela.edu/dept/tesil/kunnan.htm

Of course, you have to decide whether all this information is necessary with a particular message. Such a heavy signature may be inappropriate for a one-line casual e-mail.

(h) Identification

It is important to identity yourself especially when you are e-mailing a stranger. Your e-mail must answer the questions that will come to the receiver's mind.

They are:

- How did she/he find out about me?
- What does she/he want from me?
- Who is he/she?
- Why should I pay any attention to him/her?

It is best to put all identification information at the top instead of the bottom because:

- Your identity is an important clue to the context of the message.
- If there is a problem with the transmission of the mail, the end is much likely to get lost than the beginning



- If you don't establish quickly who you are, your correspondent may delete your message before he gets to the bottom.



WHAT YOU HAVE LEARNT

In this unit you have learnt how e-mail is different from older media, To write a good e-mail:

- Provide your audience with adequate context:
  - Use meaningful subject lines.
  - Quote the e-mail to which you are responding
- In doings you use page layout:
  - Short paragraphs
  - Lines under 75 characters long
  - Messages under 25 lines long
  - Plain prose.
- In the body of the e-mail pay attention to:
  - Greetings and signature.
  - Identifying yourself at the beginning



OVERALL QUESTIONS

I. Say whether the following statements are true (T) or false (F) Correct the false statements.

(i) E-mail is no different from older forms of communication.

_____

(ii) With e-mail, the receiver can ask for and get clarifications.

_____

(iii) We must always spend time and effort in correcting the language and style of our e-mail.

_____



Notes

(iv) The e-mail always looks well composed and well formatted when it is received.

_____

(v) Since many messages come all at once we must use ways to make our message stand out and be read

_____

(vi) Reference to previous letter/mail is carried below the subject line.

_____

(vii) Mark all mail "URGENT", its the surest way of having your message read.

_____

2. write e-mail message for each of the following situations.

(a) You receive the following message on 21/04/2001

> Dear Harish,
>
> Last night the new central cooling system installed by Aqua Cool exploded. Our complete spring stock has been destroyed. Damage-minimum Rs. 4 lakhs.
>
> Advise line of action.
>
> Manish.

(b) Write to Raj Travels, asking them to cancel your air tickets to **Bangalore and** hotel accomodation they had booked for you. You will inform about changed date in near future.



CHECK YOUR ANSWERS

Overall Questions

1. (i) F. It is different because of its speed and broad casting ability.

(ii) T.

(iii) F. This depends on the situation-who the e-mail is for and for what purpose.



(iv) F. How well formatted an e-mail is depends upon the recipient's' hardware and software.

(v) F.

(vi) F. Reference precedes the subject line.

(vii) F. Urgent should be used only when immediate action is required.

2. Your e-mail can be along the following lines:

(a) Contact Aqua cool and ascertain cause of explosion-any casualties/contact insurance- use stand by system for time being.

(b) Cancel reservations will inform about new dates, regret inconvenience caused

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302en29A

CONTROLLING STRATEGIES AND OUT-GOING CALLS

*K*eeping control over conversation is an important skill. This is required to ensure effective communication and message taking and giving. You will learn some such strategies in this lesson.

OBJECTIVES

At the end of this lesson, you will be able to:

- keep control over the conversation;
- use expressions appropriately; and
- identify stages in out-going calls.

29.1 CONTROLLING STRATEGIES

Often callers tend to chat, talk irrelevantly and keep the telephone lines needlessly engaged. It is, therefore, very important that you keep control of the conversation. It is important to know what you want and how to say it briefly and directly without giving offence. There are difficult situations that you may face. Some of the common problems are listed below. You also have tips on how to deal with them.



Notes

A. Problem –1 Message Not Clear

Often there are disturbing sounds and noises in the background that do not allow you to hear the message. Some times people give long or difficult answers, so you have to check whether you have really understood the important details.

Example – I

Mariam : Well, when do people start work in Japan?

Nakatane : Most Japanese companies are open from nine to five. Some open earlier and some open later, but they don't usually close later then six.

Mariam : So the normal hours of business are nine to five?

Nakatane : Yes, that's right.

Mariam : I see, thanks.

Example – II

Receptionist : Hard Rock Café. May I help you?

Carl : Yes, can I make a reservation for two for Saturday, the 16th, please?

Receptionist : Certainly, for what time?

Carl : Well, five or half past five is still early. Six might be all right.

Receptionist : Shall I put it down as six then? And could I have your name and telephone number?

Carl : Sure. My name is Carl Maro and the telephone number is 590-3442.

Receptionist : Sorry, I didn't catch that.

Carl : It's 590-3442.

Receptionist : OK, Mr. Maro, a table for two at 6 on Saturday, the 16th will be reserved for you.

Carl : Thank you. Goodbye.

Receptionist : Good bye.

You will notice that in a situation where the message is not clearly stated or heard, you have to ask again; and repeat the message or use ways to indicate that you have the right message. Correct them and give the right information again, if necessary.

B. Problem –2, Multiple Enquiries

Receptionists at reservation and cancellation counters, newspaper offices, hospitals, etc. often need exact details on several heads. Noting down while attending to other tasks (for e.g., collecting gate-passes, handing over brochures etc.) is difficult. Often callers are not aware of the problems involved. For example, one may speak too quickly or too softly.

To keep control of the conversation, you may have to do the following:

Ask the other person to slow down.

— Could you speak a little more slowly, please?

Ask the other person to repeat key facts.

— Could you repeat the dates, please?

— Can I have you name again, please?

Ask for information in the order you need it.

— Can I have your flight number first, please?

Ask the other person to spell his/her name or place names in addresses.

— Could you spell that, please?

Make a check – list of points you want to ask before you make your call.

INTEXT QUESTIONS 29.1

I. Study the following dialogues and indicate the controlling strategies used in them. Please Note: More than one strategy may be used in each.

A. Mariam : What's the average cost of a hotel in Tokyo?

Nakatane : I'm not sure, as I don't live in Tokyo. I suppose about 15,000 to 30,000 (yens), but I never stay in hotels so I can't be sure about it.

Mariam : So that's 15,000 yens for a good hotel?

Nakatane : No, that's not quite right. For a good hotel you pay about 30,000 yens.

Mariam : I see. Thanks.



Notes

B. Journalist : I see. What about sales outside Europe?

Industrialist : Twenty million. OK.

Journalist : I've got one final question. Is it true that M.F. Hussain designed your wrappers?

Industrialist : Absolutely. It was in the late 70's (Seventies).

II. Write the dialogue you will have with the caller in each of the following situation:

A client calls your office and asks to speak to a colleague who isn't in the office.

29.2 OUT-GOING CALLS

Dialogue Practice

I.

Ist Operator : Switch board, can I help you?

Manager : Good morning, Deepak Sharma here. Could I have an out-side line, please?

Ist Operator : Sure. What's the number, sir? (notes the number in a pad) Please hold on, sir. I'll find out if Mr. Yadav is available.(dials) 507822. (engaged tone) Sorry sir the Cooper line is engaged I'll call you back later when Mr.Yadav is on the line.

Manager : That suits me. I'm in my office for the next half an hour (rings off).

Ist Operator : Is it 507822?

2nd Operator : Wrong number. This is 50 87 22.

Ist Operator : Oh sorry (dial Again) Is this 50 78 22, Coopers Ltd.?

3rd Operator : Yes, may I help you?

Ist Operator : Mr. Deepak Sharma from Escort Ltd. wishes to speak to Mr. Vikram Yadav, Assistant Manager, Production.

3rd Operator : Please hold on. I'll check if he's in (through Extn.) Mr. Deepak Sharma from Escorts wishes to speak to you, sir. Shall I send the call in.

Yadav : Yes, put him on.



Notes

3rd Operator : Please hold the line. The call will be through in a moment. (to Deepak) Mr. Yadav is on the line.

Manager : Mr. Sharma, Mr. Yadav from Coopers is on the line for you. Please speak to your party.

(Through Extn,) (Connects the two).

II.

Deepa : Good morning, Operator, What can I do for you?

Director : Good morning. This is the Director. I would like you to ring Air Travel and book me a ticket by the morning flight to Bombay tomorrow.

Deepa : Yes, sir, I'll ring back after I've heard from them.

Director : That should be fine, thank you.

Deepa : (Refers to directory or personal list for the no.) Is this 619434, Air Travels, please?

Operator : Yes, what can I do for you?

Deepa : I would like to book an air ticket to Bombay by tomorrow's morning flight. Could you connect me to the concerned person?

Operator : Mr. Kukreti, Booking In-charge handles this. I'll call him on the line. Please hold on.

Deepa : Thank you (pause).

Operator : Mr. Kukreti is on the line.

Kukreti : Good morning what can I do for you?

Deepa : I'm speaking from Escorts Ltd. Mr. Malhotra the Director would like to book an air ticket to Bombay by Indian Airlines early morning flight tomorrow. Would it be available?

Kukreti : Well, I'll be with you in a moment. I'll check the reservation chart to see if there have been any cancellations. I think we are full up. (After some delay).



Notes

Well, your director is lucky. There's only a single seat available. Who should I book it for?

Deepa : Mr. D. V. Malhotra. M-A-L-H-O-T-R-A. Managing Director, Escorts Ltd. Did you get the name please or shall I repeat?

Kukreti : No thanks. I got it – D.V. Malhotra.

Deepa : How much would that cost?

Kukreti : Rs. 9550/-

Deepa : Do you accept cheques?

Kukreti : Yes, till 3 o'clock only.

Deepa : Thank you very much Mr. Kukreti. I'll have a man sent for the ticket by noon. Please hand it over to him.

Kukreti : You're most welcome.

29.3 DIALOGUE ANALYSIS

Largely similar expressions are used in out-going and in-coming calls. But you will notice a few differences as indicated below:

Giving Identity: Good morning, Operator here. Can I help you?

Switch board, what can I do for you?

Reception, Operator speaking.

Since you are beginning the conversation with someone inside your own factory or office, it is not necessary to give your complete identity as in the case of in-coming calls. However, you must give your identity to let the caller know that he has got the right extension.

Caller giving identity: Sharma here.

That is the director speaking.

Hello, there's work for you.

The caller need not give his full name or designation. An operator who has worked in a place for sometime will recognise persons from their voices.



Caller excuses himself: — Please hold the line while I find out.

And gives reasons before — Would you mind holding on while I look into the...

Leaving a call hanging:

You must have noticed that in dealing with out-going calls, the operator may be asked to perform a particular task – find out a particular number, get information and then pass on the message. Here it will be useful for you to have a list of the most frequently needed numbers for easy reference in front of you:

Name	Place/Designation	Number
Air Travels	Mr. Kukreti, Reserv. In-ch.	619434
Bombay Decorators	Miss Krishnan, Int-dec.	5422

Lastly, you have also to decide on your priority list-when you are busy and the board is full, whose work do you do first? Usually the Director's and Manager's work get priority over other staff members, and official calls are handled before personal ones.



OVERALL QUESTIONS

1. You are the operator in Sasson Hospital, Pune. The head of Plastic Surgery Department asks you to put a call through to a friend who is getting married. At the same time there's call from the Emergency. Which one will you attend first? Decide and prepare the conversation.

2. You are the operator in a University. The Head of the Physics Deptt. has asked you to find out where some books (give names, authors, publishers) are available with the local book sellers.

3. The Personnel Manager wants you to find out all necessary details and make arrangements so that he will be able to reach Delhi from Hyderabad by 1st Jan. 99, 10.30 a.m. for a labour Union Meeting.



Notes

CHECK YOUR ANSWERS

I. A. i) Asks Nakatane to repeat key facts.

ii) Indicates his understanding of message.

iii) Seeks correct information.

B. i) Asks the Industrialist to repeat key facts.

ii) Has made a check-list of points to be covered before the call.

II. I'd like to speak to Neena Gupta, please.

You : I'm sorry, she isn't in the office.

OVERALL QUESTIONS

OPEN ENDED

1. The emergency call should be taken first. Dialogue to be written accordingly.
2. A list of book with authors' names and addresses of publishers to be prepared.
3. Necessary details about flights from Hyderabad to Delhi to be found out - specially about the morning flight on 1st jan.



Notes

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WRITING REPORTS

Look at the following:

RAVI INDUSTRIES
16, Pragati Tower,
Nehru Place,
New Delhi

To Mr. S.K. Singh (Managing Director)
From C. Rao (Office Manager)
Date: 7 July, 2000

Subject: Report on suitable premises for shifting the office of the company.

As suggested in your letter of 4 June, 2000 I inspected a number of buildings in South Delhi. After careful consideration, I recommend Jain building, which is situated in Kailash Colony. This building, I feel, would be the most suitable for our requirements.

The building consists of two storeys, and has 15 rooms in all. The rooms are fairly large (30' 20') well lit and airy. Since the rooms are fairly large, we shall be able to put partitions in some of them.

The toilet facilities for both men and women are adequate. There are also watchmen's quarters comprising two rooms each, and situated to the left of the main gate.



The only disadvantage that I visualize is that there is not much open space around the building and the parking space my be inadequate for all the cars. But for the junior office staff there is a bus stop two hundred yards away.

I have started preliminary negotiations with the owner, Mr. Anupam. He is likely to accept the offer. Restructuring to alter the layout of the building to suit our specifications will cost no more than Rs. 40,000/-.

The Directors may like to inspect the building before any decision is taken.

sd/

C.Rao

The above is an example of what a report is. Reports are a form of written communication. In a business organisation reports provide information regarding progress, implementation of plans and programmes. These are sent to senior officers.



OBJECTIVES

After studying this lesson, you will be able to:

- write various types of short reports using different formats.

29.1 HOW TO WRITE A REPORT?

Before you begin to write a report you must ask yourself a few questions. What is the purpose of the report? Are you expected to present facts only? Are you expected to provide an analysis and make recommendation as well? When is the report due?

Once you have answers to such questions you can start writing the report. The process of writing a report involves the following stages:-

(i) investigating the sources of information



Notes

(ii) taking notes

(iii) interpreting and analysing the facts

(iv) writing the outline of the report

(v) editing and revising the report

(vi) Submitting the report

Now consider this example. Mr. Ramesh works in a firm in Delhi. He has been asked to visit the firm's Allahabad office and submit a report on how that office is functioning.

Here is Mr. Ramesh's tour report.

11.03.2004

To : Mr. J.P. Singh (Joint Director)

From : P. Ramesh (Assistant Director)

Subject : Report on the working of our Allahabad office.

As per instructions I left for Allahabad on the 7th March and arrived there on the 8th, I spent two days at Allahabad. My report is as follows:-

(i) Attendance: Although staff is required to reach office by 9.00 a.m. Generally, no one observes the timing and members of the staff arrive after 9.30 a.m.

(ii) Leave Record: The leave record is not maintained as per company manual.

(iii) Cash Book: The Cash Book has not been updated since 28.02.2001. It was behind by about two weeks.

(iv) Inward/ outward mail register and postage register: These are not being maintained and therefore there is no record of expenses incurred on postage.

(v) Office maintenance: The office was generally well maintained.

Recommendations: Regional incharge and some senior associates should be called to the Head Office and given a briefing on office procedures and norms as per company manual.

Sd/-

P. Ramesh



You must keep in mind the following points while writing a tour report.

- A tour report is generally written in the form of a memo.
- It is addressed to one's superior.
- In the subject line give the destination and dates of the tour.
- In the body of the report you should explain why you made the tour and what you achieved.
- Each major piece of information may be listed under a separate heading.

Here is another example of a report.

This is an accident report:

To : Mr. H. Gonsalves (Manager)

From : Mr. S. Abida (Supervisor)

Date: 25 February, 2000

Subject: Fire at the Lucknow office Warehouse.

On 22nd February 2000, at approximately 4.15 p.m. there was a fire at the Lucknow office warehouse, resulting in loss of company's property worth 25 lacs.

We got the information in the Delhi office by fax at 5.10 p.m., the same day. I proceeded to Lucknow by train that evening, and was there on the morning of 23 rd February.

Company's Instructions Flouted

While it is difficult to ascertain the cause of the fire, my enquiries revealed that many of the Company's standing instructions had been flouted. For example:

i) Smoking is strictly prohibited in the warehouse, but this rule is never followed.

ii) During lunch hour, it is common practice to switch on an electric stove to heat food.

iii) Visitors/dealers are often allowed to enter the warehouse, and they can even smoke if they wish.

iv) There were four fire-extinguishers in the warehouse, besides the eight in the office, but not a single fire-extinguisher was in proper working condition. Fire-extinguishers must be 'charged' every year, but in the case of the Lucknow office, these had not been 'charged' for nearly four years.



Notes

Extent of Damage

No member of the staff was hurt, but the total damage to the company's stock in trade amounts to Rs. 25 lacs. This includes Rs. 5 lac worth of goods damaged by water.

Explanation Asked For

I have called for a written explanation from the storekeepers, which I expect to get by tomorrow. Action will be taken after I receive their explanations.

Sd/-

S. Abida

While writing an accident report keep in mind the following points:-

- Get immediately to the point.
- Describe in detail any physical injury to any person or damage in property. This is required to settle insurance claims or compensations.
- Mention what caused the accident.
- Present your recommendations.

INTEXT QUESTIONS 29.1

You have made a surprise visit to a hospital. Write a report on the working of the hospital. You may address your report to your senior supervisor. Use your exercise book to write this report.

You may use the following points.

Cleanliness and hygienic condition of the hospital, stock of medicines, number of doctors and nurses on duty, Cash book etc.

WHAT YOU HAVE LEARNT

While writing reports you should keep in mind the following do's and dont's.

Dont's	Do's
— don't let your personal feelings interfere while writing the report	— be objective
— don't base your analysis on a single piece of evidence	— provide substantial evidence



— don't generalise without proper and logical evidence

— don't jump to conclusions

— use valid arguments

Here is something interesting.....

'Brevity' Memo to the War Cabinet

To do our work, we all have to read a mass of papers. Nearly all of them are far too long. This wastes time, while energy has to be spent in looking for the essential points.

I ask my colleagues and their staff to see to it that their reports are shorter.

1. The aim should be reports which set out the main points in a series of short, crisp paragraphs.
2. If a report relies on detailed analysis of some complicated factors, or on statistics, these should be set out in an Appendix.
3. Often the occasion is best met by submitting not a **full-dress report**, but an **'Aidememoire'** consisting of headings only, which can be expanded orally if needed.
4. Let us have an end of such phrases as these: 'It is also of importance to bear in mind the following considerations' or 'Consideration should be given to the possibility of carrying into effect'. Most of these woolly phrases are mere padding, which can be **cut out altogether** or replaced by a single word. Let us not shrink from using the short expressive phrase, even if it is conversational.

Reports drawn up on the lines I propose may at first seem rough as compared with the flat surface of official jargon. But the saving in time will be great, while the discipline of setting out the real points concisely will prove an aid to clearer thinking.'

Sir Winston Churchill, 9 August 1940

Source: How to write reports in plain English pg. 42-43. Published by Book for Change, Bangalore, for the Plain English Campaign, UK.



Notes

OVERALL QUESTION

Given below is an incomplete report. Fill up the blanks with the words given in the box:

suggestions, casualties, offered, extent, rebuilding, satisfactorily, accident, unloading, approximately, collapsed, information, immediately

To : Mr. S.N. Kulakarni (General Manager)
From : S.K. Singh (Regional Manager)
Date : 7 July 2000

Subject: Godown Collapse at the Pune Office.

On 5th July, 2000 at _____2.20 p.m., the back wall of the godown at the Pune office_____suddenly due to heavy rain. This was the third day of continuous rain in the city. On receipt of _____I rushed to Pune.

At the time of the _____the workers were _____the goods that had arrived from the factory. Unfortunately, three of the loaders were working close to the back wall when it collapsed.

The others_____rushed to their aid, and took them to Lal Bahadaur Shastri Memorial Hospital, which is a kilometre away. One of the loaders, Ram, was already dead on arrival there. Doctors say that he must have died on arrival there. The other two are progressing_____ and should return to duty within a month.

We have given Rs. 20,000 from the Employees' Relief Fund to the family of the dead loader. We have _____ the same job to his son, who is 18 years of age.

The other loaders, Jay Singh and Salim have been given Rs. 5,000 each.

I have sent information regarding the accident, the_____of damage and the_____ to the Insurance Company.

Our regular architect was called to inspect the site. He said that the beams were considerably decayed, and there was the danger of the godowon collapsing anytime. He advised_____ of the godwon. The total cost of rebuilding is estimated to be Rs. 5 lac. Meanwhile temporary scaffolding have been put up to support the structure.

We would like your_____in the light of this report.

Sd-
S.K.Singh



CHECK YOUR ANSWERS

Overall Question

The sequence of words is as follows.

approximately, collapsed, information, accident, unloading, immediately, satisfactorily, offered, extent, casualties, rebuilding, suggestions.



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AIDS FOR A RECEPTIONIST

A receptionist is a person who needs many attributes and skills. She is presentable, alert, polite, tactful and works efficiently with warmth and easy grace. Anyone with a problem in the work place comes to her. And, to aid her in her work, she has several reference list numbers, etc. After repeated use, she begins to carry the information in her head.

OBJECTIVES

At the end of this lesson, you will be able to:

- use materials that help a receptionist do a good job.

30.1 BROCHURE, BOOKLETS, PRINT MATERIAL

A receptionist has to be familiar with a great deal of information. Often she picks them up from leaflets, guides, brochures and other print material. The information given below about HOTEL IMPERIAL is a typical example.

Location

Situated in the heart of the Capital, is a Five Star Luxury Hotel that offers every comfort within easy reach of all government and commercial buildings and adjacent to main shopping centres, quiet and reposeful with extensive grounds and spacious gardens. It's twenty minutes drive from the Airport and ten minutes drive from New Delhi Railway Station.



Notes

Accommodation

160 magnificently furnished luxurious rooms and suites, centrally air-conditioned and centrally-heated. All rooms have private bath with running hot and cold water, telephone, 4-channel music. All rooms have colour television with in-house movie system. There are refrigerators in all the rooms.

Special Services

Safe deposit lockers, hair dresser, beauty parlour, medical assistance, baby sitting service, travel agencies, same-day laundry service, complete shopping arcade, 24-hour room service.

Tavern Bar and Restaurant

Offers superb cuisine – Indian, Chinese and continental, band in attendance.

Garden Park Restaurant and Bar

Coffee Shop for quick lunches, snacks, tea/coffee, offers Indian, Continental and tandoori delicacies.

Gold Room

Banquet hall for large gatherings.

Ball Room

Convention hall where conferences can be arranged. It can seat 500 persons.

Raja Room

Ideal for small meetings for 35 to 40 persons.

Tennis court

Well maintained hard court with tennis marker in attendance.

Swimming Pool

Situated – amidst picturesque surroundings under palm trees, perfect place for relaxation and sum bathing.

Tariff

Room only	Rs. 1000	$ 22.52
Single Room	Rs. 1100	$ 24.77
Deluxe Double	Rs. 1200	$ 27.03
Deluxe Suites	Rs. 2700	$ 60.81
Suites	Rs. 2500	$ 56.31
Extra Bed	Rs. 225	$ 5.06
Child Cot	Rs. 100	$ 2.25



Notes

Group Tariff

	Single Occupancy		**Double Occupancy**	
AP	Rs. 1130/-	$ 25.45	Rs. 1450/-	$32.66
MAP	Rs. 1040/-	$ 23.42	Rs. 1270/-	$ 28.06
EP	Rs. 900/-	$ 20.27	Rs. 1000/-	$ 22.52

The US$ rates shown above are approximate based on present exchange Rs. 44.40, 10th March, 2006 and are subject of change.

One bonafide tour conductor will be free for a minimum of 15 paying passengers in a group.

No Service Charges.

Check in/Check out time 12 Noon

Reservations held till 6 p.m. unless late arrival indicated.

Foreigners have to pay their Bills in acceptable foreign currency.

Credit cards accepted.

American Express, Visa, Master Card, Diners.

Dogs and Pets are not allowed.

Sometimes, information comes from in-house schedules, reservation charts, etc. For example, study the reservation chart that appears below. Why and when will this be used?

Month November Year 2006

Date															
Room	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
101 DB	GILROY SCOTT									P. GUPTA					
102 DB			K. SWAMINATHAN												
103 DB				J. GROVER					N. SHARMA						
104 S										R. K. BHATIA					
105 ST						R.K.BHATIA				R. KUMAR					
106 DxS. JHA															



Notes

107 DxDB	K. RAJAN	C. BANERJEE
108 S		
109 ST		H. WADEKAR

INTEXT QUESTIONS 30.1

1. Study the five dialogues given below. In each case indicate (a) which "aid" is being referred to; i) brochure or ii) reservation chart and (b) is the information given correct?

R (receptionist) : Hotel Imperial, Good morning.

C (caller) : Could you tell me the check-out time please?

R : The check-out time is 12 noon.

C : Oh! But my flight is at 3.00 …. Would it be all right if I check out a little earlier, say at 1.30 or so?

R : Yes… it should be possible. And if another guest is checking into your room, you could keep your luggage in the lobby.

C : That sounds fine. Thanks.

R : You're welcome.

II.

R : Good evening, can I help you?

C : Good evening. One of my friends is booked into your hotel … it seems his flight is going to be delayed.

R : How long?

C : Seems he won't be in before 7 p.m. Will you keep the room till then?

R : Since you have informed us we will. Otherwise we are strict about the 6 p.m. release. What is his name? …… and the dates he has been booked for?

C : (Gives her all the details)



III.

R : Hotel Imperial, Good afternoon.

C : Good afternoon. I would like to book a room for five days sometime next month. Could you tell me what the daily rate is?

R : It is 1000 for a single room and 1100 for a double room.

C : 1000! O.K. Thank you.

R : You're welcome.

IV.

R : Hotel Regent. Good morning.

C : Good morning, I wanted to find out if Mr. J. Grover has checked in?

R : Mr. Grover…. Yes …. He checked in this morning. He is in room 103

C : 1-0-3. Thank you very much.

V.

R : Reception …….. Good morning.

Mr. Bhatia : This is Raj Bhatia from 105, I received a call from my office this morning. They would like me to stay here for three more days. I wonder if it is possible for you to extend my booking.

R : It should be possible. Let me check the booking situation ……. Would you hold the line please? …….. Yes, that will be all right …….. just a moment ……..We might ask you to change the room though. Would that be acceptable?

Mr. Bhatia : Oh Yes! No problems. Thank you so much.

30.2 FLIGHT SCHEDULES, RAILWAY TIME-TABLES, ETC.

The hotel receptionist has to very often answer enquiries about flight timings and rail journeys. If the receptionist also happens to be a senior official's personal assistant, as it very often the case in small offices, she has to make arrangements for his rail or air travel. To be able to do it, she should know how to read the flight schedule and the railway time table. The visitors too may often seek her assistance in reading these.



Notes

Flight Schedule

Here are some tips to interpret flight schedules.

- The flight numbers are given at the top of every column.
- Right below these numbers the aircraft type is mentioned — AB3 stands for Airbus A 300; 737 for Boeing 737, 747 for Boeing 747, FKF for Fokker Friendship and HS 7 for 748 AVRO.
- Below these are given the days on which a particular flight operates, D stand for daily, and the numbers for the days of the week. For example if it is 1 2 4, it indicates that the flight is available on Mondays (1), Tuesdays (2) and Thursday (4).
- D and A along the sides of the centre column stand for Departure and Arrival respectively.
- The hours are written clockwise 0100 to 2400.

With the help of these tips it should be easy for you to read the flight schedule. Now, if you were asked to find out which flights go to Bangalore from Delhi, Calcutta and Madras, you will see that there is a daily flight from Delhi (IC 403) which departs at 0900 and reaches Bangalore at 1130. There are two flights from Bombay IC 407 and IC 105, and there is a direct flight from Calcutta also i.e. IC 271.

Similarly, you can read the railway time-table and answer enquiries/make bookings. In the railway time table, the days (on which a particular train is available) are mentioned in one of the top columns. If this information about a particular train, for example 20 Dehradun Express is not mentioned in any of the top columns, that means that it is a daily train and operates on the route detailed in the table.

30.3 IMPORTANT FORMS AND DOCUMENTS

Some offices and hotels keep a register at the reception. All the incoming visitors are supposed to write their names, address etc. in this register. What purpose does it serve?

— It helps the office keep a record of all the incoming visitors.

It is called the Register of callers. It is maintained by the receptionist. There are a



number of other documents and forms which a receptionist constantly needs. These are:

- Message Forms
- Reservation Vouchers
- Registration Form/ 'C' Form
- Internal Telephone Directory
- Early Morning Call Sheet
- Flight Schedule
- Railway Time Table

The receptionist needs these forms and documents to (a) do her job efficiently and (b) help the smooth functioning of the office/hotel. She has to maintain and regularly update these documents (e.g. Internal Staff Directory). She should always make the entries (e.g. in the message Form and Reservation Voucher) in neat and legible handwriting. This will not only help the receptionist if she has to read something again, but also others who have to follow the instructions and act accordingly. Samples of some of these documents are given in the following pages.

(1) Register of callers: This is a register in which all the callers have to write their names, addresses, purpose of visit, date and time of arrival. If a caller represents a firm and has a visiting card, then his card can be attached to the register.

Date	Name	Firm/ Address	Time of Arrival	Purpose of visit	Time of Departure
15 May 1989	J.K. Sharma	VM Electronics	10.30 a.m.	To meet Prem Wahi	11.30 a.m.
15 May 1989	R. Malhotra	Goyal stores	11.05 a.m. Stationers	To meet Admn. Officer	12.05 p.m.
15 May 1989	Dr. S. Kumar	M-8 House	11.15 a.m. Vikaspuri	To meet Anu Kapoor	11.50 a.m.
15 May 1989	K. Shantha	Allwyn Publishers	12.10 p.m.	To see Sales Manager	12.55 p.m.



Notes

(2) Message Form: A receptionist frequently needs these forms because, however good her memory may be, she may not remember all the messages which have to be passed on to different persons. She can conveniently note down the message on this form.

MESSAGES

To:…….. Dept.:…… From:

Phone:

Address:

Date …….....……

Time Rec.: ..…….....……..

Received by: ..…….....……..

Message _____

_____

_____

_____

_____

_____

Signed. ……

(3) Reservation Voucher: Sometimes hotels give/send reservation vouchers instead of letters or reservation cards after the booking has been confirmed. The guest shows this voucher at the reception when he/she comes to stay in a hotel. It also means that the guest has already paid the agent/hotel for the room.

The receptionist, who looks after booking also, has to fill in these vouchers and send them ahead for further action.



Notes

RESERVATION VOUCHER

PARK HOTEL

15 PARLIAMENT STREET, NEW DELHI – 110001

WE ARE PLEASED TO CONFIRM THE RESERVATION FOR		
MR/MRS/MS		
ADDRESS/COMPANY		
DESIGNATION		
ARRIVAL DATE	TIME	BOOKING RECEIVED FROM
DEPARTURE DATE	TIME	NAME
ROOM REQUIREMENT	RATE	ADDRESS
BILLING INSTRUCTIONS		
		TELEPHONE NO.
MODE OF RESERVATION		
REMARKS		
		RESERVATION MANANGER

Delhi's Best Located Luxury Hotel

(4) Reservation Form/ 'C' Form: When foreigners come to stay in a hotel, they are asked to fill in the 'C' Form and not the usual Registration Form which other guests have to fill in. The 'C' Form is meant to give the hotel complete details about the foreign tourist (e.g. his passport no. and permanent address). It also helps the government keep a count of the tourists coming into a country since the first copy of this form is sent to them.

'C' Form

PARK HOTEL

15 PARLIAMENT STREET, NEW DELHI – 110001

DATE TIME	'C' FORM NO.
ROOM NO.	
NAME (SURNAME FIRST)	
ADDRESS	
NATIONALITY	PASSPORT NO.
PLACE & DATE OF ISSUE	
DATE OF ARRIVAL IN INDIA	
PROPOSED DURATION OF STAY IN INDIA	
ARRIVED FROM	PROCEEDING TO
WHETHER EMPLOYED IN INDIA	
NUMBER DATE & OFFICE OF	
ISSUE CERTIFICATE OF	
REGISTRATION (IF ANY)	
	FRONT OFFICE MANAGER



Notes

(5) Internal telephone directory: It is an extremely important document for the receptionist. It is a list with the extension numbers and names of all the employees arranged alphabetically. The receptionist should no doubt know all the extension numbers by heart, but the list should be always in front of her so as to avoid any mistake. The receptionist will constantly need to update this directory.

BRITISH HIGH COMMISSION
BRITISH COUNCIL DIVISION
NEW DELHI

OFFICE TELEPHONE EXTENSION NOS.
OFFICE TELEPHONE NOS. 381401, 382004, 3833946

Office Ext.	Name	Office Ext.	Name
110	Arbuthnott	169	Majumdar
127	Asthana	163	Malhotra
		149	Malik
134	Bahl	181	Manchanda
129	Bajpai	160	Manchadran
114	Baker	138	Mathur, PS
184	Bakshi	132	Mathur, SK
165	Ballal	194	Mellury
166	Bapretto		
128	Bate	125	Pahwa
169	Bhatacharya	113	Pandita
158	Braganza, D	18	Popli
		176	Qadir
124	Cordingley		
140	Cowin	147	Radhakrishnan
		157	Raman
112	Darauwalla	155	Ramanathan
143	Dogra	136	Rebello
168	Duggal		
154	Ganghani	195	Sanderson
131	Giroy-Scott	116	Siddhanta
183	Gopal	149	Siddiqui
150	Goswamy	121	Singh, Mrs K
172	Goyal	146	Singh, Mrs M
111	Grover	196	Singh, Mrs S
175	Gujral	152	Soni
		153	Spears



148	Jayarajan	126	Sundaram
		197	Swaminathan
133	Kailash	142	Taneja
180	Kapoor, V	178	Theobald
120	Kampani		
135	Kumar, N	139	Venkataraman
		117	Verma
162	Lall	130	Vohra
122	Langham	170	Kundan

Some directories also mention the designation of their employees.

Telephone Extensions

M. Abrahams, Manager	102
T.K. Vohra, Accounts Officer	105
M. Raghu, Despatch Incharge	115
B.V. Seth, Secretary	128
M.P. Sardana, Asst. Manager	119
C.L. Kukreja, Branch Manager	121
P.C. Sharma, Sales Manager	112
.....	
.....	
.....	

(6) Early Morning call sheet: This is a sheet of paper on which the receptionist notes what time guests want the early morning call (i.e. at what time they want to be woken up) and whether they want tea/coffee and/or newspapers. The receptionist doesn't need to note the names of the guests; their room numbers are sufficient.

14 Aug 2006				**15 Aug 2006**	
	Time	**Room No.**		**Time**	**Room No.**
1.	6.30	57	1.		
2.	7.45	44	2.		
3.	7.30	78	3.		
4.	7.45	18	4.		
5.	7.15	49	5.		
6.	6.00	50	6.		
7.			7.		
8.					
.....				.....	
.....				.....	
.....				.....	



Notes

(7) **Travel Guide:** The guests and visitors often ask the receptionist for information on travel. Therefore, she should keep a copy of the Flight schedule and the Railway Time Table handy. The hotel receptionist can even keep a copy of the Weekly Travel Guide (published in some newspapers) near her desk. This will give her the latest information on travel by air, rail and road.



INTEXT QUESTIONS 30.2

1. Suppose you are the personal assistant to the Managing Director of an industrial house in Hyderabad. Your boss has to attend a one-day seminar in Delhi. In addition to this, he needs two full working days, but he must return by the earliest flight after that. Which flights would you book him on? (Refer to the flight schedules given below).

HYDERABAD (HYD) **(STD Code 040)**
Opp. Ravindra Bharathi, Saifabad, Hyderabad-500 004
B/O 12430342, 23299333 (1000-1735) (Fax 23234752)
☎ Call Centre 1407 (24 hrs). (Fax-011-26385795)
APT 27900621, 27901623 (Fax 27907222) TELE CHECK-IN: 1407,27906555

From / To	Days of Opn.	Flight No.	Air Craft	Dep.	Arr.	Stop	Fares in Indian Rs. J	Fares in Indian Rs. Y
Ahmedabad ●	4,7	IC 981	320	1750	1930	0	11705	8055
Ahmedabad ●	1,3,5	IC 563	320	1810	1950	0	8185	5780
Bangalore	Daily	IC 916	320	0930	1030	0		
Bangalore ●	1,3,5	IC 977	320	1700	1800	0		
Bangalore ●	2,4,6,7	IC 961	320	1810	1910	0		
Bhubaneshwar	3,7	CD7277	737	0940	1115	0		7785
Chennai o ●	Daily	IC 952	320	0600	0700	0	8180	5690
Chennai	Daily	IC 946	320	0950	1050	0		
Chennai	Daily	IC 948	320	1615	1715	0		
Delhi	Daily	IC 939	320	0640	0840	0	15950	10705
Delhi	Daily	IC 432	320	1540	1740	0		
Delhi	Daily	IC 840	320	1900	2100	0		
Kolkata	1,5	CD7271	737	1030	1325	1		10940
Kolkata	3,7	CD7277	737	0940	1240	1		
Mumbai	Daily	IC 927	320	0750	0905	0	8655	3025
Mumbai	Daily	IC 618	320	1600	1715	0		
Mumbai	Daily	IC 620	320	2025	2140	0		
Nagpur	1,5	CD7271	737	1030	1130	0		7160
Tirupati	1,4,6,5	IC 943	320	1130	1225	0	5875	4155
Visakhapatnam	Daily	CD7571	737	1320	1420	0		5295

● Departure from Int'l-Terml o Arrival at Int'l-Terml

Flight Schedule - Section A
From Hyderabad to Other Places



Notes

DELHI (DEL) **(STD Code 011)**
Safdarjung Airport, Aurobindo Marg, New Delhi-110 003
B/O 24620566, 24522220/4503 (0930 to 1835 hrs) (Fax 24624322)
Call Centre 1407 (24 hrs). (Fax-011-26385795)
APT 25675317 TELE CHECK-IN: 1407, 25675166, 25672166

From / To	Days of Opn.	Flight No.	Air Craft	Dep.	Arr.	Stop	Fares in Indian Rs. J	Y
Ahmedabad ●	Daily	IC 817	320	0600	0725	0	10095	6975
Ahmeaadbad	2,4,6	IC 885	320	1800	1925	0		
Ahmeadabad	Daily	IC 861	320	1830	1955	0		
Amritsar ●	4	IC 841	320	1110	1205	0	6785	4796
Amritsar ●	1,2,4,6	IC 881	320	1700	1755	0		
Aurangabad	Daily	IC 887	320	1300	1625	1	12925	8870
Bagdogra	1,5	IC 879	320	1005	1155	0	13155	10095
Bagdogra	4,6	CD7891	737	1025	1400	1		10095
Bagdogra	2	CD7891	737	1115	1450	1		
Bangalore	Daily	IC 803	320	0615	0845	0	19130	12830
Bangalore	Daily	IC 506	320	0935	1205	0		
Bangalore	Daily	IC 403	320	1630	1900	0		
Bangalore	Daily	IC 904	320	1950	2220	0		
Bhopal	1,2,4,6	CD7134	737	1745	1855	0		5615
Bhubaneshwar	Daily	IC 877	320	1135	1335	0	17755	12085
Chandigarh	Daily	IC 864	320	1245	1325	0	4965	3560
Chennai	Daily	IC 439	320	0640	0910	0	19435	13210
Chennai	Daily	IC 429	320	1015	1240	0		
Chennai	1,3,5,7	CD7477	737	1115	1550	2		13210
Chennai	Daily	IC 801	320	1645	1915	0		
Chennai	Daily	IC 540	320	1900	2130	0		
Coimbatore	Daily	IC 657	320	0600	1030	1	22260	
Goa	Daily	IC 865	320	1000	1340	1	16940	11625
Guwahati	1,5	IC 879	320	1005	1325	1	17870	12100
Guwahati	3,7	IC 889	320	1005	1220	0		
Guwahati	4,6	CD7891	737	1025	1240	0		12100
Guwahati	2	CD7891	737	1115	1330	0		
Hyderabad	Daily	IC 940	320	0625	0825	0	15950	10705
Hyderabad#	Daily	IC 431	320	1000	1200	0		
Hyderabad	Daily	IC 839	320	1850	2050	0		
Imphal	3,7	IC 889	320	1005	1345	1	19150	14070
Indore	1,2,4,6	CD7134	737	1745	1955	1		6430
Jaipur ●	Daily	IC 896	320	0605	0645	0	4430	3210
Jaipur	1,3	CD7471	737	1000	1040	0		
Jaipur ●	3,7	IC 858	320	1745	1825	0		
Jaipur	3,7	IC 873	320	2100	2140	0		
Jammu	4,6	IC 450	320	0605	0715	0	7650	5875
Jammu	Daily	IC 821	320	1130	1240	0		
Jammu	Daily	IC 825	320	1140	1410	1		
Jodhpur	1,3	CD7471	737	1000	1150	1		5115
Kochi	Daily	IC 165	320	0800	1225	1	26215	17555

● Departure from INt'l-Terml
Till 29 Oct. 2005

Flight Schedule - Section B
From Delhi to Other Places

2. Using the section of the railway time table given below, find out the following information for the Sales Manager of your firm.

   ◆ He has a meeting in Mumbai on Friday afternoon and he wants to be back in Delhi on Saturday for his son's birthday. Which train would you suggest he should travel by?



- Also find out the names and departure times of other trains for Mumbai from New Delhi railway station, Indicate the time using a.m. and p.m.

Notes

Train Name			Bhusaval Niza-muddin Gondwana Express	Lokmanya Tilak (T) Agra Lashkar Express	Lokmanya Tilak (T) Allahabad Express	Habibganj Niza-muddin Bhopal Express	Agra Cantt. Niza-muddin Intrecity Express	Dadar Bareily Express	Emakulam Niza-muddin Mangala Laksh-dweep Express	Mumbai CST Firozpur Punjab Mail	Gwalior Niza-muddin Taj Express	Lokmanya Tilak (T) Habibganj Express	Bhopal New Delhi Shatabdi Express	Dadar Amritsar Express
Train Number			2405	2161	1069	2155	1103	4313	2617	2137	2179	2153	2001	1057
Class of accommodation			2A, 3A SL, II	2A, 3A SL, II	2A, 3A SL, II	1A, 2A, 3A SL, II	II	2A SL, II	2A, SA SL, II,P	1A,2A,3A SL, II,P	CC II	2A, 3A SL, II	EC,CC P	2A, 3A SL, II
From Table No.			via.34						26A					
Days of departure at originating station			Tu,Su	F	Tu,F	Daily	Daily	M	Daily	Daily	Daily	Th	Daily	Daily
Km.	**Mumbai CST**	d								19.05				
9	**Dadar**	a d						07.55		19.17 19.20				23.00
16	**Lokmanya Tilak (T)**	d		16.20	05.20							16.20		
54	Kalyan	a d		17.03 17.08	06.05 06.10			08.40 08.45	14.35 14.40	20.05 20.10		17.03 107.8		23.45 23.50
137	Igatpuri	a d		18.55 19.00	08.00 08.05			10.40 10.45	16.35 16.40	21.55 22.00		18.55 19.00		01.35 01.40
182	Devlali	d		...	...			...	...	22.41		...		02.28
188	Nasik Road	d		19.40	08.55			11.35	17.30	22.53		...		02.40
261	Manmad	a d		20.38 20.40	09.55 10.00			12.30 12.35	18.25 18.30	23.40 23.45		...		03.40 03.45
328	Chalisgaon	d		...	...			...	...	00.32		...		04.45
373	Pachora	d		...	...			...	...	...		...		05.22
420	Jalgaon	d		22.32	...			14.51	...	01.42		...		06.12
445	**Bhusaval**	a d	05.30	23.15 23.25	13.10 13.20			15.35 15.45	21.15 21.25	02.25 02.30		23.15 23.25		06.50 07.00
499	Burhanpur	d		00.15	14.13			16.25	...	03.14		...		08.07
568	Khandwa	a d		01.40 01.45	15.50 15.55			18.10 18.15	00.01 00.05	04.40 04.45		01.40 01.45		09.45 09.50
670	Harda	d		02.55	17.00			19.20	...	05.50		02.55		****
746	Itarsi	a d	17.55 18.00	04.05 04.10	18.20 18.25			20.50 21.00	02.20 02.25	07.10 07.15		04.10 04.15		**** ****
763	Hoshangabad	d	18.19	...				...	...	07.33		*****		****
825	**Habibganj**	d	...	05.35	19.55	21.10		22.25	...	08.45				
831	**Bhopal**	a d	19.40 19.50	05.45 05.55	20.15 20.25	21.20 21.25		22.50 23.00	04.05 04.15	09.05 09.15			14.45	14.55 15.05
891	Vidisha	d	20.30	...	...	22.10		...	...	09.57			...	15.50
876	Bina	a d	22.05 22.38	08.10 08.15	23.00 23.05	23.45 23.48		01.20 01.25	06.30 06.35	11.25 11.30			....	17.40 17.50
1038	Lalitpur	d	23.15	...	23.30	...		...	...	12.09			...	18.28
1128	Jhansi	a d	00.40 00.52	09.50 10.00	01.15 01.30	01.40 01.50		03.20 03.30	08.25 08.35	13.30 13.40			17.47 17.55	20.10 20.20
1225	**Gwalior**	a d	02.05 02.08	11.20 11.25		03.05 03.10		05.00 05.05	09.50 09.55	15.00 15.05	16.55		18.55 19.00	21.52 22.00
1291	Dhaulpur	d	...	...		...		...	...	16.00	17.46		...	22.58
1344	**Agra Cantt.**	a d	03.40 03.45	13.20		04.47 04.50	06.00	07.40 08.15	11.35 11.43	16.40 1645	18.25 18.35		20.10 20.18	23.45 23.55
1348	Raja-ki-Mandi	d	...				06.07	08.30	...	16.52	18.42		...	00.05
1398	Mathura	a d	... ...				06.54 06.56		12.35 12.40	17.36 17.39	19.25 19.30		... ...	01.00 01.10
1533	**H.Nizamuddin**	a d	07.25		08.05	09.22		15.15	19.54 19.56	22.05				04.12 04.14
1538	**New Delhi**	a d							20.20 20.55				23.00	04.35 05.10
Days of arrival at destination station			WM	Sa	W.Sa	Daily	Daily	Tu	Daily	Daily	Daily	F	Daily	Daily
To Table No.					47			55		39				15



Notes

Train Name			Firozpur Mumbai CST Punjab Mail	New Delhi Bhopal Shatabdi Express	Niza-muddin Gwalior Taj Express	Niza-mudding Ernakulum Mangala Lakshad-weep express	Niza-mudding Bhusaval Gondwana Express	Allahabd Lokmanya Tilak (T) Express	Niza-mudding Agra Cantt. Intracity Express	Agra Lokmanya Tilak (T) Lakshar Express	Bareily Dadar Express	Amritsar Dadar Express	Niz- muddin Habibganj Bhopal Express	Habibganj Loknanya Tilak (T) Express
Train Number			2138	2002	2180	2618	2406	1070	1104	2162	4314	1058	2156	2154
Class of accommodation			1A,2A,3A SL,II,P	EC, CC P	CC II	2A,3A SL,II,P	2A,3A SL,II	2A,3A SL,II	II	2A,3A SL,II	2A SL,II	2A,3A SL,II	1A,2A,3A SL II	2A,3A SL
From Table No.			39					47			55	15A		
Days of departure at originating station			Daily	Daily	Daily	Daily	F,Su	W,Sa	Daily	Sa	Sa	Daily	Daily	F
Km	New Delhi	a	05.00	06.00								20.05		
		d	05.30									20.45		
10	H.Nizamuddin	a	...	...	07.15	09.50	14.30		18.10			20.59	22.55	
		d	...	...								21.04		
145	Mathura	a	07.37	...	08.57	11.40	...		20.45			23.34	...	
		d	07.40	...	09.00	11.43	...		20.48			23.44	...	
195	Raja-ki-Mandi	d	08.15	...	09.37	...	...		21.36		20.05	00.25	...	
199	Agra Cantt.	a	08.25	07.55	09.47	12.28	17.02		22.00	23.30	20.35	00.55	01.24	
		d	08.30	08.00	09.55	12.35	17.05				20.50	01.05	01.27	
251	Dhaulpur	d	09.10	...	10.32	...	...				...	01.30	...	
317	Gwalior	a	10.20	09.15	11.55	14.11	18.40			01.02	22.45	03.30	03.00	
		d	10.25	09.18		14.16	18.45			01.10	22.55	03.38	03.05	
414	Jhansi	a	12.10	10.24		15.40	20.10	00.05		03.00	01.25	05.25	04.24	
		d	12.20	10.32		15.50	20.22	00.25		03.10	01.35	05.45	04.34	
504	Lalitpur	d	13.31	...		...	21.05	01.30		...	...	07.06		
567	Bina	a	14.50	...		18.00	22.50	02.55		06.25	04.00	08.30	06.45	
		d	14.55	...		18.05	23.00	03.00		06.30	04.05	08.35	06.48	
652	Vidisha	d	15.50	...		...	23.45	...		...	...	09.45	07.40	
705	Bhopal	a	16.45	14.05		19.50	00.45	05.35		08.15	06.25	11.00	08.40	
		d	16.55			19.55	00.55	05.45		08.20	06.30	11.05	09.45	
711	Habibganj	a	17.05			...	...	05.55		08.30	06.45	11.15	09.25	
		d	17.07					05.57		08.32	06.47	11.17		
779	Hoshangabad	d	18.05			...	02.02			...	...	***		
796	Itarsi	a	18.35			21.35	02.50	08.00		09.55	****	***		
		d	18.40			21.40	03.05	08.05		10.05				
872	Harda	d	19.40			...		09.05		11.05	******	***		
974	Khandwa	a	21.35			00.15		11.25		12.45	12.00	16.36		
		d	21.40			00.20		11.30		12.50	12.05	16.40		
1043	Burhanpur	d	22.35			...		12.35		13.47	13.15	17.45		
1097	Bhusaval	a	23.20			02.10	15.50	13.35		14.40	14.10	19.15		
		d	23.25			02.15		13.45		14.50	14.20	19.20		
1122	Jalgaon	d	23.52			...		...		15.12	14.50	19.50		
1169	Pachora	d	...			...		...		...	...	20.29		
1214	Chalisgaon	d	01.00			...		...		...	...	21.25		
1281	manmad	a	01.52			04.43		16.18		17.20	17.10	22.25		
		d	01.55			04.45		16.20		17.22	17.15	22.30		
1354	Nasik Road	d	02.53			05.45		17.18		18.24	18.40	23.33		
1360	Devlali	d	03.02			...		...		...	...	23.45		
1405	Igatpuri	a	04.15			07.05		18.40		19.35	20.10	00.55		
		d	04.20			07.10		18.45		19.40	20.15	01.00		
1488	Kalyan	a	06.10			09.00		20.50		21.35	22.10	03.00		
		d	06.15			09.05		20.55		21.40	22.15	03.05		
	Lokmanya Tilak (T)	a						22.00		23.00				
1533	Dadar	a	07.00								23.20	04.30		
		d	07.05											
1542	Mumbai CST	a	07.35											
	Days of arrival at Destination station		Daily	Daily		Daily	Sa,M	Th,Su	Daily	Su	Su	Daily	Daily	Sa
	To Table No.					26	Via 34							



Notes

3. Write the message (on the message form) you would leave for Dr. Das after the following telephone conversation.

Receptionist	:	Park Hotel, Good morning.
Caller	:	May I speak to Dr. Das.
Receptionist	:	I am sorry he is out.
Caller	:	Could you give him a message please?
Receptionist	:	Yes, of course.
Caller	:	Please ask him to ring Video-times at 2-5-0-0-0-6 before 6 p.m.
Receptionist	:	(notes down) … Video-times ….. 250006 before 6 p.m. Your name please?
Caller	:	I am Sudhir Gupta, his friend …….. Thank you.
Receptionist	:	Thank you, Bye-bye.

To_____

Date _____ Time _____

While you were out

M _____

of _____

Phone No. _____

Telephoned please call

Was in to see you, will call back

Wants to see you

Returned your call **Urgent**

Message _____

_____

_____

Ft-5001-67885-1 Operator _____

Fig. Message sheet



Notes

30.4 EMERGENCY SERVICES

Accidents, thefts, hold-ups, fire, shoot outs, etc. are not unheard of these days and the receptionist services are required to tackle such emergencies. Here are some of the handy reckonners she uses.

SAMPLE

POLICE	**100**	**FIRE**	**101**	**AMBULANCE 102**
				ACCIDENT & TRAUMA SERVICE (CENTRALISED) 1099

(I) DIALOGUE PRACTICE: EMERGENCY SERVICES

Operator : (Dials 102)

E.S. Opr. : Yes?

Operator : The Central Institute of English needs an Ambulance immediately. There has been a major accident. Our number is 71131.

E.S. Opr. : I'll connect you to the nearest hospital in Tarnaka, Please hold on.

Operator : Tarnaka Hospital? This is from CIEFL, 71131. Two large ambulances should be sent in immediately. Twenty people have been injured and immediate medical attention is required .

Hosp. Opr. : Your address please?

Operator : The Central Institute of English, along Osmania University Road. Please instruct your driver that the main gate of CIEFL is at the fork of Osmania University Road and the new Ali Jung Road.

Hosp. Opr. : This should do. The ambulance will be there in five minutes time.

Operator : The faster, the better. Thank you very much.

Sometimes the requirements are more routine but they are also important for good business and efficient management.



Notes

(II) DIALOGUE PRACTICE: SPECIAL SERVICES

Mohan : (Dials 173) Hello, Operator. This is Mohan Diwan from 253201. I have a favour to ask

Exch. Opr. : Yes, how could I help you?

Mohan : You see I've the morning flight to catch to Trivandrum. I'm a heavy sleeper and there's no one at home to wake me. Could you be my morning alarm?

Exch. Opr. : Most certainly. At what time is your flight?

Mohan : 4.05 hours – Horrible time for a plane to take off, don't you think?

Exch. Opr. : Well, how far are you from the airport?

Mohan : A taxi does it in about half an hour.

Exch. Opr. : O.K. I'll wake you up at 3 then. That will give you enough time to wash and break-fast. Good night and have a good sleep.

Mohan : Thanks a heap, operator. That's a big load off my mind. Good night.

30.5 DIALOGUE ANALYSIS

For any Emergency service the following steps should be strictly followed:

I. Dial 100 for Police; 101 for Fire and 102 for Ambulance immediately.

II. Give the service you need to the Exchange Operator immediately along with your telephone number.

III. When connected with the right Emergency Authority, give them your address and any other useful information to direct them.

While giving directions it is best to.

a) refer to some landmark near by;

Eg. CIEFL is a little after Arts College, at the fork of the road.

The place is next to Sangeet Theatre near the Big Tower.

This school is at the foot of the Birla Temple Hills, to the right of the temple if you are coming from Nampalli.



b) Mention the approximate distance between the two palces.

c) Give approximate time taken to travel by a particular vehicle between the two places

d) Give the complete postal address

The second dialogue concerning morning alarm was an instance of special services the Exchange gives to the public. Among those that you may often need are:

Number	*Name*	*Nature of Work*
199	Assistance	Information about a local number, out of order, permanently closed, etc.
198	Fault Repair	Record complaints about trouble with telephone PBX
197	Directory Enquiry	Numbers, names, addresses not found in directory enquired here.
176	Special Information	Games, Exhibitions in the city.
174	Time	told in English
173	Morning Alarm	to wake up subscribers.
182	STD Complaints	about not getting long distance calls
185	Phonograms Booking	Telegrams by phone in English.

This is a list of the most important and commonly used ones. In all these cases only particular details regarding the service need be mentioned.

30.6 USING VISUAL LANGUAGE

Make a list of such visuals that you notice in offices, hospitals, railway stations, airport, roads, etc. Why do you think they are so popular?

Often people approach the reception desk asking for direction. An accurate knowledge of the layout of the office or hotel is therefore essential. Having access to the ground plan or map helps her in her job.



Notes



A Cocktail Lounge



Post Office / letter box



A Car Park



Car-hire office/Desk



A Restaurant



Taxi-Cab



A Lift/elevator



Luggage Porters



Wheel Chair accommodation is available



Telephone



No Smoking



Gift Shop



Lost Property



Coffee Shop

Study the ground plan given below and check whether the directions given by the receptionist are correct or not

G : Where can I get my hair done?

R : In the hotel itself. Right here. Go along the corridor here beside the desk. Turn left at the end. The parlour is the second on the left.

G : Can you tell me where the coffee shop is?

R : Certainly. Go straight down, and turn left. The coffee shop is at the end of that corridor on your right.

G : I want to make a telephone call. Where should I go?

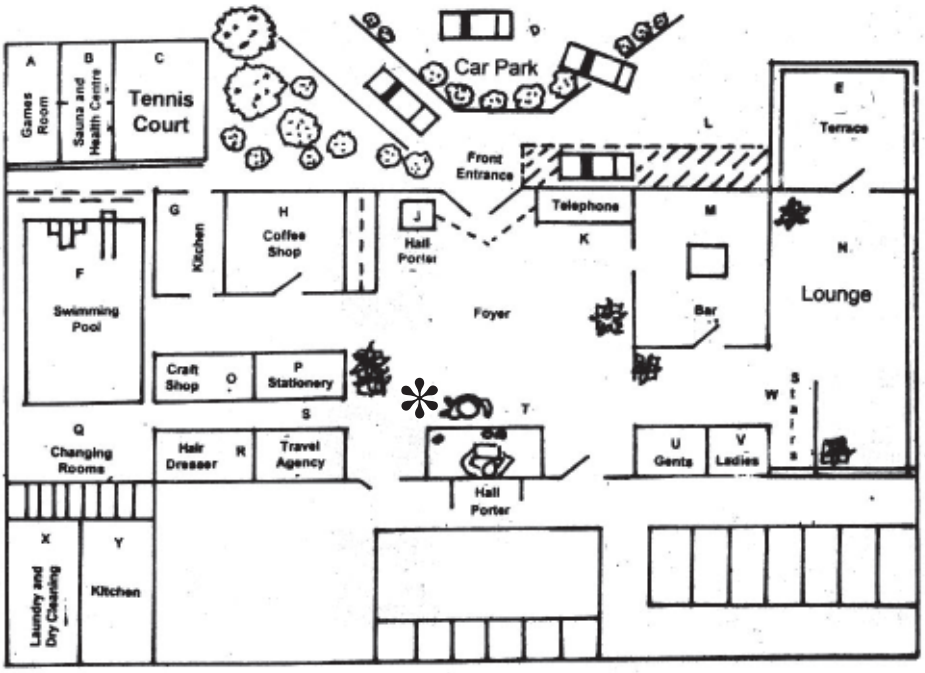


Figure: Ground Plan of hotel

✻ Receptionist's Desk

R : Go along the corridor facing the main entrance. The pay phones are to your right.

G : Could you tell me where the games room is?

R : Certainly, You'll have to go straight down that corridor and take the last turn to the left. The games room is right at the end, after the pool.

OVERALL QUESTIONS

1. You know where the following guests can be contacted.

   (i) Mr. Desai is in the Tennis court.

   (ii) Mr. Azad is in the bar.

   (iii) Mr. Kumar is in the craft shop.

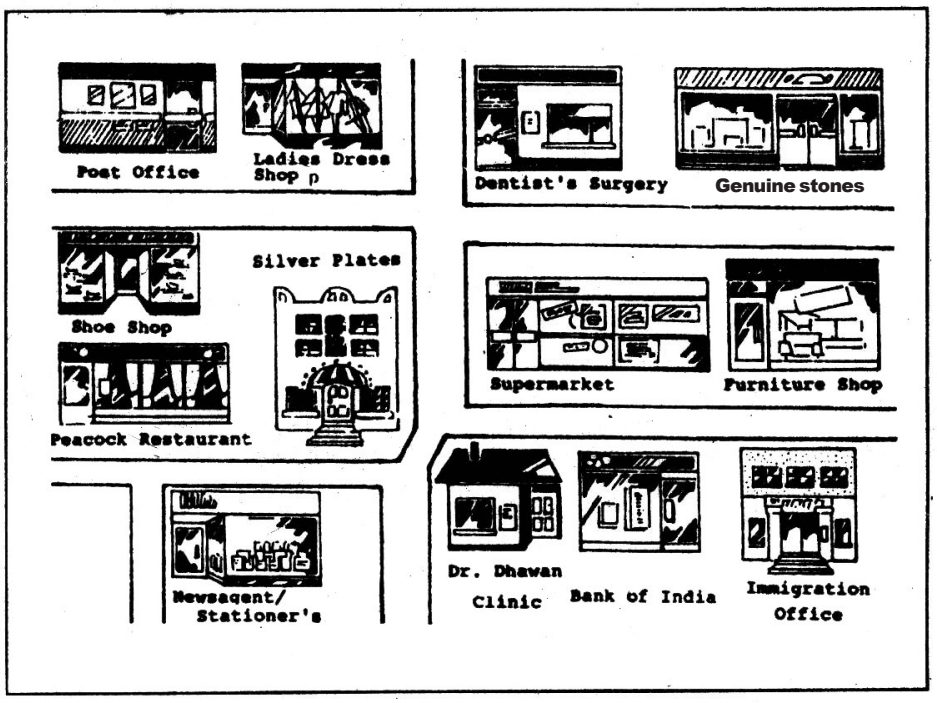
   (iv) Mr. Ghosh is in the lounge.

   (v) Miss Gupta is at the swimming pool.

Imagine that there is a visitor for each one of them. Give directions to these visitors on how to get there by looking at the ground plan given above.

Notes

2. Given below is a street plan indicating various shops in the area opposite Hotel Ashirvad. Based on this street plan and her knowledge of the shop, study how the receptionist guides the guests and visitors.



GI : I've got a very painful toothache. Where do you suggest I go!

R : Why don't you visit the Dentist? (suggestion)

You should see a Dentist immediately. (advice)

G2 : I would like to buy a pearl necklace for my wife. Can you suggest a place?

R : You could try 'Genuine Stones'. They usually have good stuff.

G3 : I've just discovered that my visa has expired. Where can I get it renewed?

R : You should go to the Immigration office right away. (advice)

G4 : I would like to go to a restaurant where I can get good Chinese food. Can you recommend one?

R : Chinese food …… How about trying/it might not be a bad idea to try 'Silver Plates'.



Notes

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30

WRITING JOB APPLICATIONS

The job application is perhaps the most important piece of writing for each one of us. With the increasing competition in the job market today, it is specially important that we write a good resume, or curriculum vitae (cv for short). In India, we often use the word 'bio-data' for a CV. In this unit you will learn to write good job applications.

OBJECTIVES

After studying this lesson, you will be able to:

- distinguish between a resume and curriculum vitae (cv);
- write good resumes and CVS; and
- write a covering letter to suit different job requirements.

30.1 DIFFENENCE BETWEEN RESUME AND CURRICULUM VITAE

Your job application may take the form of a resume or a curriculum vitae (CV). A CV means "course of life"- that is, a short and crisp summary of your qualification and experience.

A resume is a more comprehensive document of your life. While CV is considered British in style; resume is considered American in style.



The CV is now outdated and an increasing number of companies are demanding a resume to get a far clearer picture of a candidate. Study the formats provided in the boxes below. Are they very different If so, how?

CURRRICULUM VITAE

Name	:	Nivedita V. Chandratreya
Address	:	'Pooja Gargi Society' Flat No. 15, Happy Colony Road No. 2, Kothurud Pune 41009 Maharashtra, India.
DATE OF BIRTH	:	17 January 1967.

KEY QUALIFICATIONS:

- A thorough in-service training in child education.
- CELTA (Certificate of English Language Teaching to Adults)
- Eight years of teaching experience.
- Possess excellent knowledge of English, Hindi, Marathi, Indonesian and French

EDUCATION:

- Bachelor of Arts (English Literature) Fergfusson College, Poona University, India.(April 1998)

WORK EXPERIENCE:

Position	:	-Assistant Teacher (June 1989 to September 1990)
Employer	:	-Abhinav Vidyalaya Pre-Primary School, Poona, India.
Classes taught	:	- Kindergarten Assisted in the development of dramatics, art and graphics Attended various seminars on 'Early Childhood'
Position	:	-Classroom Teacher (October 1990 to October 1996)
Employer	:	- Gandhi Memorial International school, Jakarta.
Classes taught	:	- Grade 3 and 5 (Primary School)
Subjects taught	:	- English, General Science, History, Geography, Health Education –Responsible for CAS Club a part of international Baccalaureate Programme. -Attended English Language Seminar in September 1994 at Bandung – Attended Seminar on introduction of international Baccalaureate (GMIS-Jakarta)
Reference	:	Mr. Jakos Carlos, Principal Gandhi Memorial International School, Jakarta.



Notes

TREVOR JOHN MARTIN
275 Taboot Street
Pune-411004, Maharashtra
020-74563
E-mail: martint@usa. net. in

EMPLOYMENT OBJECTIVE

Financial research assistant, leading to a management position in corporate finance.

PERSONAL DETAILS

BIRTH : 29-08-1976

MARITAL STATUS: Single

EDUCATION

Beachelor of Business Administration (1998) Pune University

Major : Finance Minor: Computer Science

Grade: 3.88 grade point average of possible 4.0.

EMPLOYMENT EXPERIENCE

First Bank (Khadakwaka Branch, Pune)

Research Assistant intern, May 1998 to April 2000

Assisted Manager of Corporate Planning and developed computer model for long range planning.

SPECIAL SKILLS AND ACTIVITIES

Associate editor, Business School Newsletter.

Wrote two articles on financial planning with computer models;

surveyed business periodicals for potential articles; edited submissions.

REFERENCES

Available upon request.

box-2 Resume



What do you notice? In essence, a CV is no different from a resume. They both include your personal details, details related to your training, education and work experience.

There are, however, differences in format, headings used, sequence in presenting information, etc. Since the resume includes a few more headings that CV usually does not include we will concentrate on writing good resumes. Morever, resumes are more descriptive and up-to date.

30.2 WRITING AN EFFECTIVE RESUME

In writing a resume study the kind of job you are applying for. Ask yourself what information about you and your background would be most important to an employer. On the basis of your answer to this question, decide what sort of details you should include and how you can effectively present them.

A number of different formats can be used. The most important thing is to make sure that your resume is:

- attractive
- well-organised
- easy to read, and
- free of errors.

A common format contains the following:

- Heading
- Personal details
- Employment objective
- Education
- Employment experience
- References

(a) Heading

Start with your name, address, telephone number and e-mail ID. These are usually centered on the page. Use formatting conventions like underlining, bold, different font size and spacing to make it appear like a heading. Do not include a date or you will have to keep changing it.



Notes

(b) Personal Details

Personal information includes details of age, sex, marital status, race and religion. Sometimes candidates choose not to provide all of these because they may have a negative impact on the employer.

You should, however, see yourself from the eyes of your employer and provide whatever information that would honestly and effectively represent you.

(c) Employment Objective

State not only your immediate employment objective but the direction you hope your career will take. For example:

"A position that allows me to use my Computer Sciences training to solve engineering problems".

It enables the employer to identify your purpose quickly. You may exclude it if you do not have a clear objective. On the other hand, if you have experience and knowledge, the employment objective will allow you to display this. For example.

House-keeping duties in a five-star hotel.

(d) Education

Whether you list education or experience first depends on which is the stronger in your back ground. If your education and professional training is strong, list education first. If you have one or more years of job experience, list experience first. For both education and work experience move from the most recent down sequence. For example.

EDUCATION:

PGDPM &IR	XLRI, JAMSHEDPUR	1982	5.67/8.00
B.Sc NDA, Khadakvasla, Pune	1978	3.00/10.00	
PRE DEGREE Sc. Fergusson College, Pune		1975	64%
SSCE (11th) Loyola High School. Pune		1974	71%

LANGUAGES : Hindi, Marathi, Bengali, German, Russian.

If education is your strong point and your marks have been good, you may list them and name the institutions you have studied in. You may also wish to list ACTIVITIES AND HONOURS you have achieved. Posts that you have held; games and sports you are good at, can also be included.



You can also choose to have details listed under SPECIAL SKILLS AND ACTIVITIES. This category usually comes near the end. You may include skills such as knowledge of foreign languages, writing and editing abilities, specialized technical knowledge, community activities, etc. Be selective, do not repeat information you have already provided. Include only those items that support your employment objectives.

(e) Employment Experience

List all your full-time, part-time and temporary jobs, starting with the most recent and working backwards. Provide brief descriptions of your duties if they are similar to the job you are applying for.

Specify any promotion or award you receive. If you have been with a company for a long time highlight your achievements.

If you wish to stress the skills you have gained from your work experience, you can list jobs by the functions performed. For example:

→ FRONT LINE

→ SALES MARKETING

→ TRAINING

→ PROJECT DEVELOPMENT

Example:

TRAINING

- Advised and trained novice computer users.
- Wrote and maintained UNIX operating system.

(f) Reference

You may include references as part of the resume or state "will be furnished upon request". Do not give anyone as a reference without first obtaining his/her permission. Then provide the title, full name, address, telephone number, e-mail ID of the person.

30.3 WRITING AN EFFECTIVE LETTER OF APPLICATION

Often called a "covering letter" a letter of application must precede your CV or resume. Study the letter of application in the box below. What do you notice?



Notes

Milind Padhye ,
7, Anandvan,
A-6 Paschim Vihar,
New Delhi.
110063

Date: October 2, 1994,
The Administrative Manager,
British Council Division,

New Delhi

Ref: Your advertisement in the Pioneer of September 18,2004.

Sub: Application for the post of "Personal &Unit Assistant"

Sir,

I have more then 9 years of composite experience in Word Processing Database and DTP. I have done my graduation in Science and also possess good knowledge of spoken and written English. I have edited a number of books on computers. I can handle PCs and related hardware with ease. With this background, I would like to submit my candidature for the above mentioned post. I hope the above meets your requirements. I will be available for interview, at a date that suits you.

Thank you,

Yours faithfully,

Milind Padhye

The letter of application is essentially a sales letter. Your immediate objective is to have your letter read so that you will be called for the interview. Therefore, your letter must do three things:

- Catch the reader's attention favourably.
- Convince the reader that you are qualified for the post; and
- Request for an interview.

Provide the following information:

1. Identify the job by title and state how you heard about it.
2. List your qualifications for the job in summary form. Stress education and /or work experience according to your own situation/ need. Then refer the reader



to your resume for the other important details.

3. State where you can be reached and when you will be available for an interview.

WHAT YOU HAVE LEARNT

In this lesson, you have studied samples of CV, resume and letter of application. You have also learnt how to write these and tailor them according to the jobs you are applying for.

OVERALL QUESTIONS

1. Select a job advertisement that is suitable for you from the recent newspapers, Write a letter of application that you may write if you wish to apply for it.
2. The curriculum vitae that Milind Padhye wrote is given below. Re-write it using the hints given to you in the lesson. Write out your answer in your exercise book.

Curriculum Vitae

Name	:	Milind Padhye
Date of Birth	:	September 27, 1960
Address	:	7, Anandvan A-6 Paschim Vihar New Delhi- 110063
Phone	:	5685764
Marital Status	:	Married
EXPERIENCE	:	Freelance from 1987 till date
COMMERCIAL	:	

DTP and Word Processing for companies like GAIL, Ministry of Agriculture (AISLUS), WAPCOS and publishers like Tata McGraw Hill, Galgotia, Roli Books etc.

TRAINING/ CONSULTANCY : (DTP, Word Processing dBASE)

USIS (Span magazine), DAAD (German Academic Exchange Service), CMC Ltd.

AISLUS (Ministry of Agriculture) and other private organizations and individuals.



Notes

EDITING : (Computer books only)

Tata Mc Graw Hill, Galgotia Publications, Wiley Eastern and CMC Ltd.

SERVICE From 1983 to 1987

Big Database Pvt. Ltd.

Designation: Assistant to Director

Nature of Duty:

Preparation of briefs of fields for starting query Service on Import-Export Policy, Custom and Excise rules.

Supervision of juniors for accuracy in data entered in the database

Conversion of data from database to Word processor format to enable for publishing books.

General maintenance and upkeep of computers.

Lancer Press

Designation : Computer Operator

Nature of duty:

Creation of Mailing lists for company's own Mail Order service, using dBASE III Plus.

Word processing and DTP of company's books.



31

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APPEARING FOR AN INTERVIEW

*I*nterviews have become an important part of our lives. From early childhood we face interviews. When you are young your parents are eager that you perform well. As you grow older, you yourself wish to do well at interviews. In this lesson you will be given some guidance in facing interviews.

OBJECTIVES

After studying this lesson, you will be able to:

- prepare yourself better for an interview;
- know about body language; and the way to dress; and
- open and close an interview appropriately.

31.1 PREPARING FOR AN INTERVIEW

To prepare to perform well, you must engage in some pre-interview activities. Pre-interview planning involves learning something about the company/organisation, analysing your strengths and weaknesses and making sure your appearance and behaviour create the right impression. Given below are some of the ways in which you can prepare yourself for an interview.



Notes

(a) Studying the Company

You must gather information about the company. This will convince the interviewer about your sincerity. The interviewer will not waste precious interview time providing you with information that you should have gathered. Your sources of information are:-

i) the advertisement

ii) employees of the company

iii) other candidates who have been interviewed

iv) newspaper and journals

v) Internet

(b) Study yourself

After you have gathered information about the company the next step is to assess your own abilities. Do I like to work with people or do I prefer to work on my own? Do I like detailed work? Can I develop a career plan that I can achieve with the company? The answers to these questions about yourself can provide you with lots of material to use during the interview. If you can't see a relationship between yourself and the job or company, you won't be able to demonstrate the interest or enthusiasm necessary to market your self. A good method is to list the company and job characteristics in one column and attempt to place your qualifications in a corresponding column as in the following illustration:

Company and Job Requirements	My Qualification and Needs
i) Do I like to work with people or do I like to work alone?	
ii) Is there scope for advancement?	
iii) Is the pay scale adequate?	
iv) Do I have the necessary educational requirements?	
v) Do I like to travel?	
vi) Does it offer job security?	

Of course, you'll probably never find the job and the organisation that will satisfy all your needs and meet all your requirements. This analysis will help you with each interview.



(c) Plan your appearance

You should dress in such a way that you do not create a negative impression. For example your finger nails must be neat and clean, your shoes well polished and your hair well groomed.

Avoid gaudy, casual or party wear. Find out the company's dress code. If you dress and look like the people who already work at the company, the interviewer will find it easier to see you working there.

(d) Plan Your Time

One of the worst things you can do is be late for an interview. Plan your time so that you arrive early. This planning allows you to unwind and prepare yourself for the interview.

At the same time, don't sit just making yourself nervous. Move around a little and talk to the other candidates. Should something prevent you from reaching on time, do telephone your apology.

INTEXT QUESTIONS 31.1

1. Say whether the following statements are true (T) or false (F). Correct the false statement in the light of what you have read:-

   i) To prepare for an interview, we must buy new clothes.

   _____

   ii) Knowing about the organisation is a mark of a serious candidate.

   _____

   iii) You should aim to get a job that gives you a high pay.

   _____

   iv) A study of your own skills against the job requirements can give you useful work.

   _____

   v) Being punctual for an interview may give the impression that you are out of work.

   _____



Notes

2. Study the advertisements given below and make a table like the one given in section 32.1. Have two columns: i) Company and job requirements and ii) My qualification and needs. Do this exercise in your exercise book.

Shristi Finance Ltd.	**Tara International Pvt. Ltd.**
We are the leading DSA of HD finance in car loans & Personal loans having our branches in Delhi, Noida&Ghaziabad. We require:- • Marketing Executive (10) • Tele Marketing Executive (5) • Office Assistant (10) (Knowledge of computers necessary) The remuneration will be best in the industry Experience, conveyance would be an added advantage. Meet Mr. M. Sharma for walk-in interview on 2nd & 3rd July 2001 at E-914, Kailash colony between 10 a.m. and 1 p.m. Phone 26246719.	Walk-in interview (team members) We are looking for enthusiastic and self motivated young men and women who enjoy having fun while delivering our world-wide standards of service and hospitality. You should be between 18 and 25 years of age with a senior school certificate, good in communication skills and a team player. (having a valid two wheeler license would be an added qualification). Walk-in for an interview with your resume on 3 rd or 4th May, 2001 between 10 a.m. and 4:00 p.m. at, Hotel Hindustan 31, Community Centre, New Alipur, Kolkata, Phone 24740477

31.2 MEETING FACE TO FACE-THE INTERCHANGE

Now that you have gone through the planning stages, you are ready for the interview. Your job is to sell yourself so successfully, that you are selected at the interview.

Given below are some points to remember while facing an interview.

(a) Opening Formalities

When you meet the interviewer, greet him/her and address him/her as 'Sir/madam'. If the interviewer initiates the handshake wait for the interviewer to invite you to sit down. Carry your certificates in a file and place them on the table.

(b) Interviewing guidelines

Much of the information about you will appear on your resume or company application form, already available to the interviewer. Thus, the interviewer will



most likely seek to assess your attitudes towards work and the probability of fitting you successfully into the organization.

The best way to prepare for the interview is to answer such questions as these:

1. Why do you want to work for us?
2. Why should we hire you?
3. What are your greatest strengths?
4. What is important to you in a job?

Your answers to these and other variations of the same questions can help you proceed to the next step. First of all, your education is your foremost attribute if you are a student. You should point out its relationship to the job for which you are being considered. Even more important, the fact that you have succeeded in school indicates that you have the ability to learn, because most companies expect you to learn something on the job. So your most important response to the interviewer's questions may be about your ability to learn. Even no experience may be an asset.

Second, a degree of humility is important in all interviews. You should not make tall claims about your previous job or what you will do if you get the present one. Anyone who says he will turn the company around in six months, proves his lack of experience. Make realistic and achievable claims,

"Why do you want to work for us?" is really not a difficult question. While answering this question refer to information you have gathered from the literature of the company or speaking to someone who works for the company or the information you have gathered while visiting one of their offices. This will convince the interviewer that you are strongly interested in the company and not just taking an interview for practice. Note, the interviewer not only attempts to develop an impression of you, he or she also evaluates you in comparison with others being interviewed for the position.

Why should the company hire you?

You have the proper education, you have proved that you have the ability to learn, and you are enthusiastic about working for the company. Relate your skills and knowledge to the job.

When asked about your greatest strengths, your study of yourself will help. Your greatest strengths probably are easy to identify: (1) the ability to learn (2) the ability to work with others and to assume leadership roles, (3) skill in problem solving.



Notes

Finally, what is important to you in a job? While we are all interested in a good salary that should not be your primary concern. Rewards such as personal job satisfaction, the feeling of accomplishment, and making a contribution to society are things you should discuss in an interview. You should look forward to a challenge. A job that will satisfy these needs is important to almost everyone.

(c) Handling Salary discussion

For most entry-level positions the beginning salary is fixed. However, if you have work experience, excellent scholarship records, or added maturity, you may be able to obtain a larger salary. The interviewer should initiate the salary topic. What you should know is the general range for candidates with your qualifications so that your response to a question about how much you would expect is reasonable. If your qualifications are about average for the job, you can indicate that you would expect to be paid the going rate or within the normal range. If you have added qualification, you might say, "With my years of work experience, I would expect to start at the upper end of the normal salary range."

If you have other job offers, you are in position to compare salaries, jobs, and companies. In this case, you may suggest to the interviewer that you would expect a competitive salary and that you have been offered X rupees by another firm. If salary hasn't been mentioned, and you really want to know about it, simply ask courteously how much the salary would be for someone with your qualifications. In any case though, don't attempt to make salary a major issue.

(d) Closing the interview

The interviewer will provide the cues indicating that the interview is completed by rising from the chair or making a comment about the next step to be taken. At that point, don't prolong the interview needlessly. Simply rise, thank the interviewer for the opportunity to meet, and close by saying you look forward to hearing from the company. The neatness with which you close the interview maybe almost as important as the first impression you made.

(e) Practising for Interviews

Although most of us tend to be nervous during our first interview, we gain confidence with experience. Therefore, practice and rehearse. Work with someone else in mock interviews, alternating roles as interviewer and interviewee. Then follow each practice interview with a constructive critique of each other's performance. A few such mock interviews will give you some experience and will make the first real interview more effective.



The job interview maybe the important face-to face interaction you will have. You will be selling yourself in competition with others. How you listen and how you talk will be measured by the interviewer. Since practice leads to perfection, you will never regret the time you spend rehearsing your interview.



WHAT YOU HAVE LEARNT

The job interview is one of the most important events in you life. In this lesson you have learnt how to prepare for success in this event. You have to plan your dress, postures and answers to likely questions.



OVERALL QUESTIONS

1. State whether the following statements are True (T) or False (F). Correct the False statements.

   i) Open an interview by calling the interviewer by his/her first name.

   _____

   ii) Sit up straight and bend forward slightly to show interest.

   _____

   iii) One of the main aims of an interviewer is to assess the candidate's attitude to work.

   _____

   iv) Be prepared to answer questions on your strength.

   _____

   v) A candidate who makes tall claims will be considered dishonest and insincere.

   _____

   vi) The primary and only motivating factor in choice of jobs is the pay cheque.

   _____

   vii) Don't be in hurry to close an interview.

   _____



Notes

2. Study the advertisement given below. Imagine that you have been called for the interview. Give brief points for your answer to the following questions:-

   i) Why should the company hire you? _____

   ii) What is important to you in a job? _____

   iii) What are your greatest strengths? _____

Health India

A dynamically managed Pharma company, geared to go global soon, invites applications for the following job.

(Age group- 22-25years)

The candidate should hold a Science/Pharma degree or diploma from a recognized institute with about 2 years experince. Freshers are also welcome. Candidates with pleasant personality will be required to call on doctors and retailers to achieve targets.

The company offers attractive salary with perks.

Candidates who are unable to attend interview may contact:-

Mr. A.K. Shah, Phone- 26326965



CHECK YOUR ANSWERS

Intext Questions 31.1

i) False. Dress in neat, clean clothes,

ii) True

iii) False, there are other criteria like job satisfaction, career path, socially useful work.

iv) True

v) False, you won 't be late or nervous and will get time to find out more about the organisation.

OVERALL QUESTIONS

1. i) False; Use' Sir' normally to open interview. If the interviewer insists, you may use his/her first name.



ii) True.

iii) True

iv) True.

v) True

vi) False; other considerations like career path, challenges, socially useful work can be stronger motivating factors.

vii) False. Don't prolong; leave a good impression.